DOCUMENT RESUME

ED 237 150 JC 830 537

AUTHOR	Hardee, Vercie M.; Worthington, Roger G.
TITLE	Curriculum Models and Competencies. Associate Degree Nursing and Nursing Education Options: Associate Degree with Practical Nursing.
INSTITUTION	North Carolina State Dept. of Community Colleges, Raleigh. Occupational Program Services.
PUB DATE	Sep 83
NOTE	666p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF03/PC27 Plus Postage.
DESCRIPTORS	*Academic Standards; *Associate Degrees; College Curriculum; Community Colleges; *Competency Based Education; Employment Opportunities; *Job Analysis; Models; *Nursing Education; State Curriculum Guides; *State Standards; Task Analysis; Two Year Colleges
IDENTIFIERS	*North Carolina

ABSTRACT

Four associate degree nursing curriculums are presented, along with competencies, program guidelines, and job opportunities identified as those appropriate for the associate degree nursing programs offered in the North Carolina community college system. Chapter I introduces North Carolina's curriculum development project and the phases in which tasks, competencies, criterion measures, and instructional content were developed. Chapter II discusses the legal scope of nursing practice and job opportunities, focusing on the North Carolina Nursing Practice Act of 1981 and assumptions regarding associate degree nursing practice, and providing a dictionary of occupational titles for nurses. Chapter III delineates 168 tasks categorized as role-related competencies and the skills essential to patient care, and identifies the skills, knowledge, and attitudes ncecessary for the completion of these tasks. Chapter IV establishes nursing curriculum standards. Chapter V presents four associate degree nursing curriculum models; i.e., programs offered by Western Piedmont Community College (CC), Vance-Granville CC, Guilford Technical CC, and Randolph Technical College. Each program is described in terms of curriculum standard, curriculum by quarters, course descriptions, and the curriculum model. Finally, guidelines for admission, progression, and graduation are presented. Appendices include an outline of the competency-based curriculum development project, equipment lists, and performance evaluation sheets. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
R. W. Worthington

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

(T-059)
(T-116)

ED237150

CURRICULUM MODELS AND COMPETENCIES
ASSOCIATE DEGREE NURSING AND NURSING EDUCATION OPTIONS: ASSOCIATE DEGREE WITH PRACTICAL NURSING

Developed By:

Dr. Vercie M. Hardee
Project Coordinator

Mr. Roger G. Worthington
Project Coordinator

Consulting Assistance:

Anne Hoyer, BSN, MA
Sandra Shay, BSN, M.Ed., Ed.D.

Typing and Editing Assistance:

Paula Miller
Carol Ann Frazier

September, 1983

OCCUPATIONAL PROGRAM SERVICES
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA 27611

JC 830 537

FOREWORD

The North Carolina Department of Community Colleges and the State Board of Community Colleges encourage the educational institutions in the North Carolina Community College System to maintain high-quality educational standards to assure that those who avail themselves of the educational opportunities offered in the System are prepared to meet the requirements of the jobs for which they train. To assure high-quality educational programs, the Board has instructed the Department to assist the institutions in the development of curriculums, standards and competencies for each program.

This document presents four associate degree nursing curriculums with standards; and competencies, program guidelines and job opportunities identified as those appropriate for the associate degree nursing curriculums offered in the System. The curriculum models provide advanced placement for graduate and/or licensed practical nurses. A practical nursing career option is provided in two of the curriculum models. The materials included are the results of the involvement of nurse educators, employers, and employees who spent many long, tedious hours of "homework" and "committee work" to complete the project.

These materials are to be considered as a minimum standard. They provide models to assist the curriculum planners in the developing and/or revising of the nursing curriculums. Additional competencies in some areas of basic and advanced practice will need to be identified and written according to faculty preference and specific practice requirements. Course descriptions, competencies, evaluative criteria, and curriculum guidelines and standards are necessarily evolutionary and so need to be reviewed and revised periodically in order to keep abreast of changes in nursing education and practice. Therefore, the Curriculum Development Committee encourages administrators, nursing faculty, advisory committee members and employers to initiate and participate in studies to document the validity of the curriculums, including the competencies for the employment areas being served by (1) associate degree nursing graduates, (2) licensed practical nurses if advanced placement credit is offered, and (3) practical nursing graduates if an educational option for a diploma in Practical Nursing (V-038) is offered.

The materials in this publication supersede all previous materials published by the Department of Community Colleges for Associate Degree Nursing (T-059) and Nursing Education Options: Associate Degree with Practical Nursing (T-116).

ACKNOWLEDGEMENTS

The North Carolina Department of Community Colleges gratefully acknowledges the assistance provided by individuals and organizations whose support made the Nursing Curriculum Development Project a reality.

We express our gratitude to the presidents and deans of the community colleges, technical institutes, and technical colleges for providing valuable staff and resource support. The cooperation and assistance of the nursing program directors, faculty members and secretaries of the nursing education programs was truly a mark of professionalism. Their unselfish participation in the development of the curriculums and guidelines, in addition to the identification and analysis of tasks and competencies, is an outstanding example of their dedication to the improvement of associate degree nursing education and to providing quality health care for the citizens of North Carolina.

Numerous employers, nursing faculty, and staff nurses responded to questionnaires to validate the importance of each task to the performance of nursing practice and reviewed competencies, curriculum guidelines, and standards developed by the project members. To these individuals, many thanks are given for taking the time and effort to share their feelings and opinions. Special appreciation is expressed to the administration and nursing program directors of the four institutions who contributed the curriculum models.

The final coordination and editing of the materials included in this curriculum manual are primarily the work of Vercie M. Hardee and Anne Hoyer, project consultant, with typing and preparation of the manuscript by Paula Miller and Carol Ann Frazier.

The cover design was developed by Steve Gay, Artist/Illustrator, Department of Community Colleges. His suggestions and attention to the many details are appreciated.

It is with respect and gratitude that the Department of Community Colleges recognizes the following nursing program directors, faculty members and project consultants who proved through their dedication and long hours of hard work their commitment to the completion of the project and the advancement of associate degree nursing education in our state.

COMMITTEE MEMBERS

Tasks, Competencies and Evaluative Criteria

Associate Degree Nursing
North Carolina Community College System

Betty Raynor Barrett, BSN - Halifax Community College

Mary Ann Brewer, BSN, MSN - Caldwell Community College and Technical Institute and North Carolina Board of Nursing

Diane Gibbs, BSN, MSN - Guilford Technical Institute

Mary James, BSN, M.Ed. - Fayetteville Technical Institute

Ann Lore, RN, BA, M.Ed.,Ed.D - Forsyth Technical Institute

Sharon Rankin, BSN - A and T State University

Reba Walters, BSN, MSN - Vance-Granville Community College

Clara Williams, BSN, M.Ed. - Randolph Technical College

Juanita Yarborough, BSN, MSN - Davidson Community College

Elizabeth Nye, BSN, M.Ed. - Robeson Technical College

Donnye Rooks, BSN, MSN - Johnston Technical College

Practical Nursing
North Carolina Community College System

Naomi East, BSN - Catawba Valley Technical College

Irene Henline, BSN, MSN - Mitchell Community College

Suella Klug, BSN, MSN - Technical College of Alamance

Geraldine Roberts, BSN - Isothermal Community College

Jane A. Salmon, BSN, MSN - Durham Technical Institute

Lou Allen Sells, BSN - Mitchell Community College

Health Occupations Education
North Carolina Public High Schools

Thelma R. Cloer, RN, BS - Hickory High School

Vera C. Davis, RN, BS - Burlington City Schools

Nancy Raynor, RN, BS - North Carolina Department of Public Instruction

Joyce Williams Gainey, BSN, MSN - Winston-Salem/Forsyth County (Now Member of North Carolina Board of Nursing)

Curriculum Standards, Models and Guidelines

Mary Ann Brewer, BSN, MSN - North Carolina Board of Nursing

Patricia Crumpler, BSN, Ed.S. - Western Piedmont Community College
Associate Degree Nursing (T-059)

Diane Gibbs, BSN, MSN - Guilford Technical Community College
Nursing Education Options: Associate Degree with Practical Nursing (T-116)

Reba Walters, BSN, MSN - Vance-Granville Community College
Associate Degree Nursing (T-059) with a curriculum alternative of Associate Degree Nursing (T-059) for graduate and Licensed Practical Nurses and a curriculum alternative for Practical Nursing (V-038)

Clara Williams, BSN, M.Ed. - Randolph Technical College
Associate Degree Nursing for Licensed Practical Nurses (T-059)

Project Consultants

Anne Hoyer, BSN, MA

Sandra Shay, BSN, M.Ed., Ed.D.

Project Coordinators

Dr. Vercie M. Hardee - Program Coordinator, Nursing and Allied Health Programs
Occupational Program Services, North Carolina Department of Community Colleges

Mr. Roger G. Worthington - Assistant Director, Occupational Program Services
North Carolina Department of Community Colleges

TABLE OF CONTENTS

FOREWORD iii
ACKNOWLEDGEMENTS v
CHAPTER I - INTRODUCTION TO CURRICULUM DEVELOPMENT PROJECT 1
  The Community College Act. 1
  Vocational/Technical Education 1
  Methodology of Curriculum Development Project. 3
  Task Analysis Process. 4
  Skills and Sub-tasks 5
  Knowledge. 5
  Value/Attitude 6
  Task List. 6
CHAPTER II - LEGAL SCOPE OF PRACTICE AND JOB OPPORTUNITIES 7
  North Carolina Nursing Practic Act, 1981 7
  Assumptions Basic to the Scope of Associate Degree Nursing Practice. .8
  Dictionary of Occupational Titles - Registered Nurses. 9
CHAPTER III - TASKS, COMPETENCIES AND EVALUATIVE CRITERIA 11
  Tasks By Subject Areas of Role-Related Competencies and Skills Essential to Patient Care 13-20

Role-Related Competencies:

Role as a Provider of Care 21-30
Role as a Communicator .31-52
Role as a Patient Teacher. 53-57
Role as a Manager of Patient Care. 59-68
Role as a Member Within the Profession of Nursing. 69-75

Skills Essential to Patient Care:

Safety 77-89
Well-Being and Promotion of Family Life. 91-104
Hygiene. 105-121
Contamination Prevention 123-133
Nursing Assessment - Physical. 135-158
Nursing Assessment - Emotional 159-164
Body Alignment 165-169
Transportation and Mobility. 171-177

Elimination 179-189
Nutrition 191-201
Prevention and Rehabilitation 203-208
Fluid Balance 209-215
Patient Placement 217-224
Surgical Care 225-250
Medication. 251-260
Therapeutic Measures. 261-350
Emergency Measures. .351-363

CHAPTER IV - NURSING CURRICULUM STANDARDS 365
Associate Degree Nursing (T-059) 367
Nursing Education Options: Associate Degree with Practical Nursing (T-116). 369

CHAPTER V - ASSOCIATE DEGREE NURSING CURRICULUM MODELS 371
Western Piedmont Community College 373
Curriculum Standard - Associate Degree Nursing (T-059). 373
Curriculum By Quarters. 375
Course Descriptions By Quarters 377
The Curriculum Model. 383
The Curriculum Model: A Narrative. 385
Philosophical Framework. 387
Statement of Philosophy 387
Relationship of Nursing Philosophy and College Philosophy. . .388
Program Goals - Characteristics of Associate Degree Education in Nursing. 388
Purpose. 389
Objectives of the Nursing Curriculum 389
Conceptual Framework 389
Threads. 390
Policy for Advanced Placement 393
Vance-Granville Community College. 395
Curriculum Standard - Associate Degree Nursing (T-059) (7 Quarters) Associate Degree Nursing (T-059) For Graduate or Licensed Practical Nurses (4 Quarters), Practical Nursing Curriculum Alternative (V-038) (1 Quarter). 395
Curriculum By Quarters. 397

Associate Degree Nursing (T-059) 397

Associate Degree Nursing (T-059) Curriculum Alternative for Graduate or Licensed Practical Nurses 399

Practical Nursing Curriculum Alternative (V-038) 401

Course Descriptions By Quarters 403

The Curriculum Model. 411

Conceptual Model. 412

Philosophical Framework .413

Introduction 413

Philosophy of the Department of Nursing. 413

Purposes of the Nursing Program. 415

Conceptual Framework 416

Horizontal Threads 416

Vertical Threads 417

Guilford Technical Community College 421

Curriculum Standard - Nursing Education Options: Associate Degree with Practical Nursing (T-116) 421

Curriculum By Quarters 423

Course Descriptions By Quarters. 425

Philosophy 431

Program Objectives 432

Special Admission Criteria 432

Randolph Technical College .433

Curriculum Standard - Associate Degree Nursing (T-059) (For Licensed Practical Nurses - Five Quarters). 433

Curriculum By Quarters. 435

Course Descriptions By Quarters 437

Philosophy. 443

Program Objectives. 445

Conceptual Model for Associate Degree in Nursing Curriculum for the Licensed Practical Nurse .447

Conceptual Framework. 449

Definitions. 449

CHAPTER VI - GUIDELINES FOR ADMISSION, PROGRESSION AND GRADUATION 453

Admission. 453

Evaluation of Physical and Emotional Health. 454

Physical Health 454
Emotional Health. 454
Physical/Emotional Health Policies 455
Advanced Placement 455
Transfer of Credit 455
Credit by Examination. 456
Progression Policies 456
Graduation Requirements. 456

APPENDICES

Appendix A - Steps in the Competency Based Curriculum Development Project 459
Appendix B - Definitions of Terms. 461
Appendix C - References. 467
Appendix D - Equipment List. .471
Appendix E - Performance Evaluation Guide. 473

CHAPTER I

INTRODUCTION TO CURRICULUM DEVELOPMENT PROJECT

CHAPTER I

INTRODUCTION TO CURRICULUM DEVELOPMENT PROJECT

The Community College Act

The Community College Act was ratified by the North Carolina General Assembly in 1963. The Act established the State's policy and basic state financial support for vocational and technical education offered for adults through the institutions making up the North Carolina Community College System. The law charged the State Board of Community Colleges with establishing and operating the Community College System. The Community College Act is specific:

> "The major purpose of each and every institution operating under the provisions of the chapter shall be and shall continue to be the offering of vocational and technical education and training and of basic, high school level academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools." (North Carolina Public School Laws, Chapter 115A, Section 115A-1).

Vocational/Technical Education

The primary objective of vocational/technical education programs is to prepare individuals for employment in occupations for which the programs are designed and developed. This education should be consistent with the ability, desire and needs of the student; maintaining quality standards that are consistent with employment requirements and program accreditation standards.

Since the development of the North Carolina Community College System, continuous concern and effort have been given to ensuring the quality of programs, providing program guidelines, evaluating programs, improving articulation processes and working with students, faculty, counselors and employers to determine student, service and employment needs.

To further the development of quality vocational/technical programs and articulation efforts in secondary schools and the community colleges, technical colleges and technical institutes, the North Carolina Advisory Council on Vocational Education in its 1975 Annual Report recommended the following:

> "That the State Board of Education require that all vocational/technical curricula be designed to produce job entry skills, be based on performance objectives validated by recent job analyses and task analyses, and that parallel performance standards be established for completion of secondary and post-secondary programs, and that the State Board of Education immediately consider the most efficient, expedient method for attaining such goal."

The project committee endorsed the Assumptions Basic to the Scope of Practice and Roles of Practice of Graduates of Associate Degree Nursing Programs as adopted by the National League for Nursing in 1978. The Competencies of Graduates of Educational Programs in Practical Nursing prepared by the Division of Practical Nursing Programs, National League for Nursing, were endorsed for practical nursing, as minimal performance expectations of new graduates of practical nursing programs.

The Curriculum Development Project Committee for Nursing Education, considered the major purposes of the community colleges, technical colleges and technical institutes; the recommendations of the North Carolina Advisory Council for Vocational Education and the competencies developed for associate degree and practical nursing graduates, by the National League for Nursing, in the development of the nursing competency based curriculum and guidelines included in this manual. Specifically, it is desirable that better linkages between the nursing programs and the health service agencies will occur and will offer a means for evaluating, comparing and improving the process and results of nursing education in North Carolina.

Methodology of Curriculum Development Project

Procedures

Competencies necessary for successful employment in nursing occupations were identified as a response to the following concerns:

1. Quality instruction that assures that an individual completing a curriculum is prepared for employment;
2. Articulation between secondary and post-secondary vocational/technical curriculums;
3. Involvement of employers, employees and educators in curriculum development; and
4. Assurance that curriculums are up-to-date in accordance with current job technology requirements, the Nursing Practice Act, and curriculum standards.

In response to these concerns the curriculum revision process provided a validated list of career (job) opportunities for which the curriculum provides training and education; the tasks performed by graduates upon job entry; a list of competencies, evaluative criteria and instructional content for tasks essential to successful performance on the job; and four model curriculums with standards and guidelines.

Phases

The procedure for conducting this project was accomplished in five phases:

Phase I of the project identified the curriculums for which competencies were to be developed. Both Associate Degree Nursing programs (T-059 and T-116) were selected from the nursing education curriculum currently offered in the North Carolina Community College System. The new, innovative (T-059) Associate Degree Nursing for Licensed Practical Nurses was developed later, as well as a curriculum alternative (three courses) for Practical Nursing (V-038) for the first year of (T-059) Associate Degree Nursing curriculum.

Phase II of the project was a search for existing competency based curriculum materials. These materials were used as resources in writing the materials herein.

Phase III of the project identified and validated the career opportunities (job titles) currently used by associate degree nurses. The career opportunities were identified from the Dictionary of Occupational Titles, the Nursing Practice Act (1981) and by employers and nursing faculty.

A job analysis was made to determine the tasks the graduate associate degree nurse and the graduate practical nurse perform upon entry into nursing practice.

Phase IV of the project analyzed each task to determine necessary competencies, evaluative criteria, and instructional content for measuring performance.

Phase V of the project was the development of curriculum models, standards, and suggested guidelines for the curriculums.

Task Analysis Process

The task list was prepared using the Nursing Practice Act, State of North Carolina; Competencies of the Associate Degree Nurse on Entry Into Practice, 1978, and Competencies of Graduates of Educational Programs in Practical Nursing, 1979, National League of Nurses; Guidelines and Criteria for Nursing Education Programs in North Carolina, 1972; SREB's Nursing Curriculum Project: Summary and Recommendations, 1976; ANA Standards for Nursing Education, 1975; and job titles from the Dictionary of Occupational Titles and curriculums from selected associate degree nursing programs in the North Carolina Community College System. Performance requirements of jobs identified for associate degree nurses were analyzed to determine the general tasks performed on the job. These tasks were organized into broad practice areas as identified in competencies for the associate degree graduate upon entry into practice. Minimal instructional content was written for each task for skills, knowledge and value/attitude categories.

A competency statement was written for each task to indicate proficiency. Criterion measures were written to establish standards to be used in evaluating competency in performance of the task. This broad criterion for each competency can be used as a measure to evaluate the student and/or employee in carrying out the assigned task. It can also be used as a basis to develop additional criteria to judge the level of success or degree of accuracy to which the assigned task is performed. It reflects the critical performance standards for the competency; however, the level and degree of competency in skill performance must be determined by the nursing faculty and/or nursing supervisors.

The completed tasks, competencies, criterion measures, and instructional content for skills, knowledge and value/attitude were developed and evaluated by instructors from community colleges and technical institutes/colleges offering the Associate Degree Nursing and Practical Nursing curriculums and representatives from their program advisory committees and the health occupations programs offered by public high schools in North Carolina.

The evaluation included the following:

1. Analysis of task areas, tasks and sub-tasks to determine if they were appropriate and necessary.
2. Analysis of competencies, criterion measures and instructional content to determine if they were relevant to tasks.
3. Analysis of suggested courses and course descriptions in the curriculum models. Determination for use of tasks in curriculum implementation should be done by the instructor teaching the course in accordance with the theoretical and conceptual design of the curriculum and opportunities for laboratory and/or clinical practice.

Skills and Sub-tasks

The skills category includes sub-tasks that provide basic information the graduate must know in order to complete the task at the level of competency. The sub-tasks may be processes or sub-steps of a complete procedure or job to be carried out in the educational institution and/or health agency. They could also be used to augment teaching/learning of clinical techniques or procedures. Each student, prior to graduation, must be able to complete the task, as assigned by the instructor, at a level of proficiency acceptable by health services.

Knowledge

The knowledge category provides basic concepts and principles needed by a graduate in employment situations. It is also essential information the employee needs to know in order to understand the why, how, and relationships of the function of the task and its component parts. The knowledge category should be an integral part of the instructional program to assure that the graduate has the foundation to build skills and to keep those skills current.

Value/Attitude

The value/attitude concepts are those concepts unique to the task that shapes the personal and professional behavior in carrying out the task in a particular manner and to a specified degree of accuracy. Values and attitudes should be stressed throughout the curriculum and repeated from task to task. Unique value/attitude concepts may require additional information at the time the skills are taught and practiced.

Task List

The tasks were arranged into categories for (1) the five interrelated roles of practice as defined for graduates of associate degree nursing programs by the Council of Associate Degree Programs, National League for Nursing, 1978, and (2) nursing practice areas identified as Skills Essential for Patient Care. The task list reflects as nearly as possible the suggestions and ideas of the project committee. Additional tasks were identified during editing of the project materials and are identified in the task list as those without a number. A task analysis will need to be done if instructors chose to use the unnumbered tasks.

Since the role of the Curriculum Development Committee was to establish minimum nursing tasks and competencies and not to determine what is taught and how to teach, the committee recommends that faculty members who teach individual nursing courses review the tasks, competencies, evaluative criteria, and instructional content; then select those appropriate for their classroom, laboratory and clinical learning experiences.

The tasks, competencies, evaluative criteria and the instructional content are included in Chapter III, pages 11 to 363.

CHAPTER II

LEGAL SCOPE OF PRACTICE AND JOB OPPORTUNITIES

CHAPTER II

LEGAL SCOPE OF PRACTICE AND JOB OPPORTUNITIES

There are many job titles for registered nurses employed in a variety of client care agencies, clinics, nursing homes and industry. Many positions are highly specialized and will require additional educational experiences. A description of the legal practice of the registered nurse as described in the North Carolina Nursing Practice Act, 1981, Assumptions Basic to the Scope of Practice of graduates of associate degree nursing programs as adopted by the National League for Nursing in 1978, and job titles and descriptions from the Dictionary of Occupational Titles (D.O.T.) are included herein.

North Carolina Nursing Practice Act, 1981

90-171.19. The General Assembly of North Carolina finds that mandatory licensure of all who engage in the practice of nursing is necessary to ensure minimum standards of competency and to provide the public safe nursing care.

90-171.20. Definition of Nursing. Nursing is a dynamic discipline which includes the caring, counseling, teaching, referring and implementing of prescribed treatment in the prevention and management of illness, injury, disability or the achievement of a dignified death. It is ministering to, assisting, and sustained, vigilant, and continuous care of those acutely or chronically ill; supervising patients during convalescence and rehabilitation; the supportive and restorative care given to maintain the optimum health level of individuals and communities; the supervision, teaching, and evaluation of those who perform or are preparing to perform these functions; and the administration of nursing programs and nursing services.

The practice of nursing by a registered nurse consists of the following nine components:

(1) assessing the patient's physical and mental health; including the patient's reaction to illnesses and treatment regimens;

(2) recording and reporting the results of the nursing assessment;

(3) planning, initiating, delivering, and evaluating appropriate nursing acts;

(4) teaching, delegating to or supervising other personnel implementing the treatment regimen;

(5) collaborating with other health care providers in determining the appropriate health care for a patient, but subject to the provisions of G.S. 90-18.2, not prescribing a medical treatment regimen or making a medical diagnosis, except under supervision of a licensed physician;

(6) implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen;

(7) providing teaching and counseling about the patient's health care;

(8) reporting and recording the plan for care, nursing care given, and the patient's response to that care; and

(9) supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions and administering nursing programs and nursing services.

Assumptions Basic to the Scope of Associate Degree Nursing Practice

National League for Nursing, 1978

The practice for graduates of associate degree nursing programs:

(1) is directed toward clients who need information or support to maintain health;

(2) is directed toward clients who are in need of medical diagnostic evaluation and/or are experiencing acute or chronic illness;

(3) is directed toward clients' responses to common well-defined health problems;

(4) includes the formulation of a nursing diagnosis;

(5) consists of nursing interventions selected from established nursing protocols where probable outcomes are predictable;

(6) is concerned with individual clients and is given with consideration of the person's relationship within a family, group, and community;

(7) includes the safe performance of nursing skills that require cognitive, psychomotor and affective capabilities;

(8) may be in any structured care setting but primarily occurs within acute and extended care facilities;

(9) is guided directly or indirectly by a more experienced registered nurse;

(10) includes the direction of peers or other workers in nursing in selected aspects of care with the scope of practice of associate degree nursing; and

(11) involves an understanding of the roles and responsibilities of self and other workers within the employment setting.

Dictionary of Occupational Titles - Registered Nurses

075.374-101 Nurse, General Duty; Nurse, Staff

Renders general nursing care to patients in hospital, infirmary, sanitarium, or similar institution: Administers prescribed medications and treatments in accordance with approved nursing techniques. Prepares equipment and aids physician during treatments and examinations of patients. Observes patient, records significant conditions and reactions, and notifies supervisor or physician of patient's condition and reaction to drugs, treatments, and significant incidents. Takes temperature, pulse, blood pressure, and other vital signs to detect deviations from normal and determine progress of patient. May rotate among various clinical services of institution, such as obstetrics, surgery, orthopedics, outpatient and admitting, pediatrics, psychiatry, and tuberculosis. May prepare rooms, sterile instruments, equipment, and supplies, and handing, in order of use, to assist surgeon or obstetrician in operations and deliveries. May make beds, bathe and feed patients, and assist in their rehabilitation. May serve as leader for group of personnel rendering nursing care to number of patients.

075.374-014 Nurse, Office

Cares for and treats patients in office, as directed by physician: Prepares patient for and assists with examinations. Administers injections and medications, dresses wounds and incisions, interprets physician's instructions to patients, assists with emergency and minor surgery, and performs related tasks as directed. Maintains records of vital statistics and other pertinent data of patient. Cleans and sterilizes instruments and equipment, and maintains stock of supplies. May conduct laboratory tests. May record and develop electrocardiographs and X-rays. May act as receptionist, perform secretarial duties, and prepare monthly statements.

075.374-018 Nurse, Private Duty; Nurse, Special

Contracts independently to render nursing care, usually to one patient, in hospital or private home: Administers medications treatments, dressings, and other nursing services, according to physician's instructions and condition of patient. Observes, evaluates, and records symptoms. Applies independent emergency measures to counteract adverse developments and notifies physician of patient's condition. Directs patient in good health habits. Gives information to family in treatment of patient and maintenance of healthful environment. Maintains equipment and supplies. Cooperates with community agencies furnishing assistance to patient. May supervise diet, when employed in private home. May specialize in one field of nursing, such as obstetrics, psychiatry, or tuberculosis.

075.374-022 Nurse, Staff, Occupational Health Nursing; Nurse, Staff Industrial

Provides nursing service to employees or persons who become ill or suffer an accident on premises of department store, factory, or other establishment: Administers first aid to injured persons. Attends to subsequent dressings of employees' injuries. Maintains record of persons treated, and prepares accident reports for compensation or other purposes. Gives information to employees in health education and illness prevention. Performs other duties, such as visiting employees' homes to provide nursing care and family health guidance. Cooperates with department heads and employees to promote accident prevention. Assists physician in health examination programs. May take and develop X-rays. May oversee preparation and handling of food company cafeteria.

CHAPTER III

TASKS, COMPETENCIES AND EVALUATIVE CRITERIA

CHAPTER III

TASKS, COMPETENCIES AND EVALUATIVE CRITERIA

This chapter includes the tasks, competencies, evaluative criteria with instructional content for skills, knowledge and value/attitude. They were derived from nursing education and clinical practice requirements for the graduate associate degree nurse. The framework for organizing and presenting the tasks and competencies is the roles of practice for the associate degree nurse identified by the Council of Associate Degree Programs, National League for Nursing, 1978. The competencies are interdependent/interrelated (i.e., the practitioner may give evidence of caregiver, communicator and teacher abilities simultaneously). Competency is communicated through the use of specific behavioral objectives for which required criterion levels of performance will need to be established. Thus, the competencies are to be interpreted in conjunction with conditions in nursing practice which determine levels of care required.

The instructional content in the task analysis reflects only a small portion of the observable behaviors and actual content/objectives contained in a total curriculum. Nursing has a wide range of activities that include simple nurturing tasks, increasing complex responsibilities, and critical decision making. Thus a wide range of nursing practice behaviors and roles are required. The role is always greater than the series of functions that can be identified to describe it. Further, delineation and description of nursing roles and competency based nursing behaviors must occur in the service setting, as well as, the education setting. Job expectations must reflect patient populations and their special needs, characteristics of available resources and factors in the work climate that affect nursing practice. Therefore, the Curriculum Development Committee recommends that curriculum planners use this manual along with the "Competencies of the Associate Degree Nurse on Entry into Practice", National League for Nursing, 1978, and their nursing program advisory committee to further define the job expectations and roles at the community level; and facilitate a standardized base of educational preparation for nursing practice for associate degree graduates.

A performance evaluation guide is included in the appendices to illustrate identification and use of the competencies.

Practical Nursing tasks and competencies are published in a separate curriculum manual.

LIST OF TASKS BY SUBJECT AREAS OF ROLE-RELATED COMPETENCIES AND SKILLS ESSENTIAL TO PATIENT CARE

Role-Related Competencies

Page

Role as a Provider of Care

1 Implement a procedure. 21
2 Use the nursing process in planning patient care. 23
3 Perform self-evaluation for competency in providing nursing care. 25
4 Show consideration for the rights of all individuals regarding their beliefs, philosophies and lifestyles. 27
5 Provide protection of the patient's rights 29
(See Skills Essential to Patient Care)

Role as a Communicator

6 Use communication skills. 31
7 Use interview skills. 33
8 Listen to patient. 35
9 Provide emotional and spiritual support for patient and/or patient's family. 37
10 Communicate with patient with a hearing disorder. 39
11 Provide assistance to visually impaired patient. 41
12 Obtain information regarding patient condition for care. 43
13 Write accurate, concise reports. 45
14 Maintain patient chart. 47
15 Verify the accuracy of medical orders. 49
16 Maintain confidentiality of patient information while providing legal access to patient and/or chart. 51
. Use lines of authority in work setting.
. Verify effect of one's own communication with clients, colleagues, etc.

Role as a Patient Teacher

17 Teach information or skill to patient. 53
18 Teach health maintenance techniques. 55
19 Reinforce physician's instructions. 57
. Assess client's need for information.

Page

. Reinforce other health professionals' instructions.
. Develop short-range teaching plans.
(See Teaching Tasks under Skills Essential to Patient Care)

Role as a Manager of Patient Care

20 Function as a charge nurse. 59
21 Plan patient care in conjunction with the health team. 61
22 Assess competencies of health team staff in order to delegate responsibilities or teach needed skills. 63
23 Utilize resources available within the hospital. 65
24 Make patient referral to community agencies. 67
. Assist nursing personnel to develop skills in giving nursing care.

Role as a Member Within the Profession of Nursing

25 Secure and maintain nursing license and maintain membership in nursing organizations. 69
26 Provide nursing care that is legal and ethical. 71
27 Participate in profession improvement activities. 73
28 Contribute information to the quality assurance committee. 75
. Participate within a structural role in research (data collection).
. Practice within policies of employing institution.
. Practice within organizational framework to initiate improvements in patient care.

Skills Essential to Patient Care

Safety

29 Provide environmental safety. 77
30 Implement safety and emergency techniques and measures. 79
31 Position bed and place needed equipment within reach of patient. 81
32 Institute use of regulatory signs. 83
33 Implement procedure for managing poisonous substances. 85
34 Use fire extinguishing equipment. 87
35 Participate in disaster planning. 89
(See tasks 78, 79, and 160)

Page

Well-Being and Promotion of Family Life

36 Provide an aesthetic environment. 91

37 Promote comfort, rest and sleep. 93

38 Provide diversional activities for patient. 95

39 Teach prenatal care and expectant-family education. 97

40 Teach child care concepts and techniques relative to patient and family needs. 99

41 Teach methods of contraception. 101

42 Prepare the child and his parents for a hospital stay. 103

(See tasks 71, 72, 145 and 159)

Hygiene

43 Teach proper hygiene techniques. 105

44 Assist patient with personal grooming including a shampoo. 107

45 Provide oral hygiene. 109

46 Provide skin care. 111

47 Perform or assist in cleansing or therapeutic bath. 113

48 Care for visual prosthesis. 115

49 Care for hearing prosthesis. 117

50 Instruct postpartal patient regarding self-care. 119

51 Make an unoccupied and an occupied bed. 121

(See task 52)

Contamination Prevention

52 Wash hands thoroughly at appropriate times. 123

53 Sterilize equipment. 125

54 Apply a sterile dressing. 127

55 Dress to deliver care to isolation patient and prepare isolation room 129

56 Provide nursing care for isolation patient. 131

57 Implement terminal cleaning of patient's room. 133

(See task 160)

Nursing Assessment - Physical

58 Monitor temperature. 135

59 Monitor respiration and pulse. 137

Page

60 Monitor blood pressure. 139
61 Measure central venous pressure. 141
62 Perform weight and height measurements. 143
63 Perform auditory screening. 145
64 Perform visual screening. 147
65 Perform urine test for sugar and acetone. 149
66 Measure height of fundus. 151
67 Measure uterine contractions. 153
68 Measure fetal heart rate. 155
69 Perform physical assessment of the newborn. 157
. Assess breath sounds.
. Assess oxygenation.
. Assess heart sounds.
. Assess circulation.
. Assess signs of dehydration.
. Assess bowel sounds.
. Assess skin integrity.
. Assess signs of infection.
. Assess nutritional status.
. Assess elimination habits.

Nursing Assessment - Emotional

70 Assess emotional status of patient. 159
71 Assess family adjustment to child's prolonged hospital stay. 161
72 Identify situations with high-risk child abuse or neglect potential. 163
(See tasks 145 and 159)

Body Alignment

73 Position patient. 165
74 Position patient for examination or treatment. 167
75 Teach proper use of body mechanics. 169
. Assess body alignment.

Transportation and mobility

76 Assist patient to walk. 171

Page
77 Utilize turning frames safely and correctly. 173
78 Apply protective restraints. 175
79 Teach use of protective restraints. 177
(See tasks 92, 93 and 100)

Elimination
80 Provide for elimination needs. 179
81 Perform enema procedure. 181
82 Perform manual removal of a fecal impaction. 183
83 Perform colostomy care. 185
84 Care for the patient with closed urinary drainage. 187
85 Perform catheterization procedure. 189
. Insert suppository.
. Assess diet.
. Provide fluids and bulk in diet.
. Encourage exercise.
. Teach regular bowel habits.

Nutrition
86 Assist patient with meals. 191
87 Obtain a diet history. 193
88 Provide for nutritional needs. 195
89 Teach information about and implementation of prescribed diet. 197
90 Teach the diabetic patient regulation of his disease. 199

Prevention and Rehabilitation
91 Perform range-of-motion exercises. 203
92 Teach rehabilitation measures. 205
93 Teach use of mechanical rehabilitative devices. 207
(See tasks 46, 47 and 73)

Fluid Balance
94 Administer intravenous fluid. 209
95 Measure fluid intake and output. 211

Page
96 Collect routine urine or stool specimen. 213
97 Collect a clean-catch urine specimen. 215
(See tasks 84 and 85)

Patient Placement

98 Admit patient. 217
99 Discharge patient 219
100 Transfer patient. 221
101 Implement postmortem care. 223

Surgical Care

102 Perform surgical hand washing scrub. 225
103 Dress for a surgical case. 227
104 Open a sterile pack and pour sterile solution. 229
105 Handle sterile instruments. 231
106 Prepare sterile setup for surgical procedure. 233
107 Assist physician with surgical procedures. 235
108 Implement skin preparation for surgery. 237
109 Perform surgical scrub to operative site. 239
110 Implement preoperative care. 241
111 Implement intraoperative care. 243
112 Care for the postoperative patient. 245
113 Teach postoperative procedures. 247
114 Remove sutures. 249
(See tasks 53 and 54)

Medication

115 Prepare and administer medication. 251
116 Observe and communicate effects of medication. 253
117 Implement care of equipment and supplies used to administer medications. 255
118 Teach self-administration of medication. 257
119 Administer medication to children. 259
. Assess need for medication.
(See tasks 90 and 159)

Page

Therapeutic Measures

120 Assist the physician in performing a diagnostic or therapeutic procedure. 261
121 Apply hot or cold treatments. 263
122 Instill a solution into a natural and/or artificial opening. 265
123 Perform eye and ear irrigations. 267
124 Perform wound suctioning and irrigation. 269
125 Care for patient drains and tubes. 271
126 Apply a binder or ace bandage. 273
127 Assist in the application of traction devices. 275
128 Maintain traction equipment. 277
129 Care for the patient in traction. 279
130 Care for the patient in a cast or in splints. 281
131 Prepare the patient and the treatment room for convulsive electroshock therapy. 283
132 Care for the patient recovering from convulsive electroshock therapy. 285
133 Lead patients in group sessions. 287
134 Provide a therapeutic environment for the mentally-ill patient. 289
135 Care for the patient experiencing seizures. 291
136 Monitor the patient who has sustained a head injury. 293
137 Care for the patient with a central nervous system infection. 295
138 Provide pulmonary hygiene. 297
139 Suction airway to eliminate obstruction in respiratory tract. 299
140 Administer oxygen therapy. 301
141 Care for a patient with a tracheostomy. 303
142 Care for a patient on a ventilator. 305
143 Provide care for the child with upper airway obstructive diseases. 307
144 Provide care for the child with lower airway disorder. 311
145 Provide care for the abused or neglected child. 315
146 Care for the patient with preeclampsia and eclampsia. 317
147 Care for the patient during the first stage of labor. 319
148 Prepare for and assist during delivery. 321
149 Provide immediate postdelivery care. 323
150 Provide postpartal breast care. 325

Page

151 Assist the patient with breast feeding. 327
152 Perform delivery-room care of the new born. 329
153 Provide care to cord of new born. 331
154 Implement phototherapy. 333
155 Apply cardiac monitoring equipment. 335
156 Interpret information from cardiac monitor. 337
157 Care for the patient on a cardiac monitor. 339
158 Care for the patient with a fever. 341
159 Implement care for the patient in pain. 343
160 Provide management for patients receiving radiation therapy. 347
161 Implement treatment to promote healing of a third-degree burn. 349

Emergency Measures

162 Perform cardiopulmonary resuscitation. 351
163 Implement emergency procedures for the management of shock. 353
164 Implement emergency procedures for control of hemorrhage. 355
165 Implement closed chest defibrillation. 357
166 Initiate care of a patient with a major, third-degree burn. 359
167 Implement treatment to reverse diabetic ketoacidosis. 361
168 Remove a foreign body obstruction from the upper airway. 363

CHAPTER III

ROLE AS A PROVIDER OF CARE

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Provider of Care
TASK #1: **Implement a procedure.**
COMPETENCY: Implement a procedure guide for each task.
CRITERION: Accurately implemented procedure guide using the nursing process.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Review patient diagnosis, physician's orders and patient care plan.	Comprehend patient pathophysiology and therapeutic goals for patient.	
Wash hands.	Follow medical or surgical asepsis.	Appreciate prevention of infection.
Follow nursing process.	Assess, plan, implement, teach and evaluate procedure.	Agree with wisdom of nursing process as plan of action.
Assemble materials and equipment needed.	Know particular equipment for given procedure.	Realize that organization prevents loss of time and discomfort to patient. Appreciate cost factors.
Approach and identify self and patient.	Use identification procedure.	
Provide privacy.		Be sensitive to physical and psychosocial needs of patients.
Explain procedure to patient.	Know terminology. Use communication skills.	Respect patient concerns regarding procedure.
Implement procedure.	Learn particular procedure required.	Appreciate tasks, competencies, evaluative criteria and instructional content for each procedure and/or task.
Report and/or record procedure and results.	Know hospital recording system and lines of communication among personnel.	Appreciate that accurate reporting promotes patient welfare and saves future nursing time.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Provider of Care
TASK #2: Use the nursing process in planning patient care.
COMPETENCY: Implement nursing process to determine a course of action for patient care.
CRITERION: Implemented all steps of the nursing process to determine a course of action for patient care.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Collect data from patient, observation, health team members, patient's family and chart and other appropriate sources.	Assess patient situation.	Be sensitive to patient and family values and perceptions of illness. Appreciate need for self-evaluation.
Organize and analyze data.	Identify problems. Catagorize problems according to priority, short- or long-range objective.	Respect problem-solving approach.
Plan intervention based on decisions about data.	Review procedure for particular treatment indicated. Assess safety, efficiency, appropriateness and legality of particular intervention considered.	Accept that not all problems can be solved or solved ideally. Recognize strengths of patient and capitalize on strengths.
Implement nursing intervention.	Utilize skills of preparing to implement a nursing procedure. Know and carry out requirements of particular treatment implemented.	
Evaluate results of the nursing intervention.	Assess whether objectives were met and how intervention could be altered or improved.	Keep an open mind to achieve optimal plan.
Revise intervention as needed.	Utilize evaluation results to plan revisions.	
Document nursing intervention.	Know hospital recording system.	

Task #2 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Change nursing intervention as required by change in patient situation.	Keep nursing care current by continuous process of collecting and assessing data.	Recall nursing responsibility to update care appropriately.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Provider of Care
TASK #3: Perform self-evaluation for competency in providing nursing care.
COMPETENCY: Evaluate personal effectiveness in providing nursing care and implement changes as needed.
CRITERION: Accurately evaluated personal effectiveness in providing nursing care and implemented changes as needed.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess self-effectiveness in competency of nursing skills, leadership ability, peer relationships and need for continuing education.	Review desired professional attitudes, behavior and knowledge and assess to what degree professional expectations are being met.	Appreciate universal need for periodic self-evaluation. Accept responsibility for personal actions and deficiencies. View self-evaluation as a positive tool.
Determine what is being done well.		Appreciate self-esteem based on realistic knowledge of personal attributes.
Determine where changes should be made.		
Establish goals and objectives and list steps that promote change in behavior, attitude or knowledge.	Apply teaching/learning skills to personal goals and objectives.	
Implement steps in change process.		Be realistic about amount and speed with which change can be effected.
Evaluate effectiveness of change in meeting goals and objectives.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Provider of Care
TASK #4: Show consideration for the rights of all individuals regarding their beliefs, philosophies and lifestyles.
COMPETENCY: Show consideration for the rights of all individuals regarding their beliefs, philosophies and lifestyles.
CRITERION: Demonstrated consideration of and adaptability to the rights of individuals regarding their beliefs, philosophies and lifestyles.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Define the patient's rights.	Review A.H.A. Patient's Bill of Rights. Review ethical and legal codes of nursing.	Respect patient's rights and individuality. Value ethical behavior among health professionals.
Describe varying influences and forces on developing lifestyles.	Become educated about major cultural, religious and ethnic populations of the area and learn their group philosophies, beliefs, customs and histories.	Beware of generalizing based on patient's ethnic, religious or cultural background. Remain professionally nonjudgmental when assessing lifestyles.
Assess the communication style of the individual.	Recall non-verbal as well as verbal cues to thoughts and feelings.	Assess personal non-verbal behavior to assure intolerance and prejudice are not among the messages sent.
Provide for individual differences in patient care planning.	Evaluate alternatives to traditional patient care.	Appreciate adaptability in the pursuit of quality, individualized care.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Provider of Care
TASK #5: Provide protection of the patient's rights.
COMPETENCY: Utilize measures to assure protection of the patient's rights.
CRITERION: Utilized measures effectively which assured protection of the patient's rights.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify patient's rights.	Know A.H.A.'s Patient's Bill of Rights. Know hospital and/or state guidelines concerning patient's rights.	Value that the nurse is a patient advocate with a basic responsibility to safeguard patient's rights.
Determine that consent forms have been honestly and comprehensively explained to patient.	Review consent form procedure. Ascertain that patient has received honest and sufficient information to make an intelligent decision about consent for release of records, medical or surgical procedures or research procedures.	Assess personal feelings about medical research protocols. Respect that patient should not be intimidated into consenting to treatment or neglected because of refusing treatment.
Protect patient privacy.	Review rights of patient regarding privacy and confidentiality.	
Ascertain that patient knows what health professions are participating in his care and that he receives from them adequate information regarding his treatment.	Know hospital policy towards relaying relevant information and consent forms to a responsible relative when it is medically inadvisable to involve patient.	
Determine that patient's queries of the hospital and refusal of treatment are heeded.	Assess that the patient is aware of medical consequences of refusing treatment. Recall the patient has the right to question and examine his bill.	

Task #5 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide ethical, quality care.	Review ethical codes of the nursing profession. Recall basic patient right of dignity and unprejudiced consideration.	
Adhere to state limitations on patient's rights.	Know state laws limiting patient's rights such as right of the state to order a blood transfusion for a minor over the objections of his parents.	Assess personal feelings about situations where the state intervenes.

CHAPTER III

ROLE AS A COMMUNICATOR

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #6: Use communication skills.
COMPETENCY: Use communication skills in obtaining or relating facts, ideas and feelings.
CRITERION: Used communication skills effectively in obtaining or relating facts, ideas and feelings.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide environment where effective communication can take place.	Review effects of distraction, noise, interruption, discomfort, lack of privacy, physical distance between patient and nurse and relative position of patient and nurse upon communication.	Value that communicating well is a difficult skill, and among the most important skills a nurse learns.
Give full attention when listening or talking.		
Use vocabulary that is consistent with situation and comprehensible to patient.	Remember social and cultural differences in vocabulary. Recall alienating and confusing effect of using words patient cannot comprehend.	Respect individual differences in communicating styles and vocabulary.
Use nonverbal communication and brief remarks as appropriate to support or direct conversation.	Review meanings of nonverbal cues such as voice tone, body movement, posture, eye contact and movement, facial expression and touch.	
Assess patient's nonverbal cues.		
Give and request feedback to clarify perceptions and impressions.	Use feedback techniques such as restating, echoing, summarizing or confronting.	Clarify impressions to avoid misinformation.

Task #6 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Use or accept silence as communicating tool, if appropriate.	Recall social and cultural differences in use and significance of silence.	
Time communication to remain productive and therapeutic.	Recall excessively long conversation can be tiring, repetitive and unproductive.	
End session by summarizing and provide patient with opportunity to make summarizing remarks.	Recall importance of sense of closure in conversation.	
Record significant facts, ideas and feelings exchanged during communication.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #7: Use interview skills.
COMPETENCY: Use interview skills to obtain patient data.
CRITERION: Obtained necessary patient data by properly using interview skills.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Select time and setting for interview.	Review environmental requirements for effective communication.	Provide for relaxing atmosphere and make interviewing as unthreatening as possible.
Assume professional attitude of acceptance and objectivity.	Review effects of appearance on communication.	Remain professional in demeanor and appearance.
State reason for and time span of interview.	Define needs and goals of communication exchange.	
Review clearly with patient how much, if any, of the interview will be confidential.	Respect patient's privacy and be straightforward about what information will be shared with other health professionals.	Recall nurse's legal and ethical responsibility to protect patient confidentiality.
Listen attentively and appear interested and concerned.	Use communication skills to develop rapport.	Remain sensitive to patient anxieties in interview situation.
Observe patient's nonverbal behavior.	List nonverbal behaviors and their meanings.	
Provide feedback to patient.	Use feedback techniques to assure mutual understanding.	
Phrase questions properly.	Use closed- and open-ended questions and avoid leading or prejudiced questions.	Know own prejudices and avoid revealing them inadvertently to patient.

Task # 7 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Use vocabulary patient appears comfortable with.	Review social and cultural differences in language style and vocabulary.	Respect individual differences.
Provide for summarizing and closure.	Recall need for summarizing and closure in communications.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #8: Listen to patient.
COMPETENCY: Listen to patient to obtain and clarify data.
CRITERION: Listened effectively to patient to obtain and clarify patient data.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Find quiet place to talk where interruptions can be controlled.	Provide environment where listening is possible.	Respect patient by providing him ample time to express himself.
Give full attention.		
Support patient's communication with facial and body expressions.	Use non-verbal communication to signify interest, understanding or empathy, if appropriate.	Show patient a caring attitude.
Make brief relevant remarks.	Recall social and cultural factors when choosing words to use with patients.	Respect patient's individual manner of expression.
Give and get feedback to support impressions and feelings about the conversation.	Develop data base through feedback process.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #9: Provide emotional and spiritual support for patient and/or patient's family.
COMPETENCY: Provide for emotional and spiritual support which meets the needs of patient and/or patient's family.
CRITERION: Provided nursing intervention that met the emotional and spiritual needs of patient and/or patient's family.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess need for emotional and spiritual support.	Recall basic mental health principles.	
Identify philosophy of patient and/or family. Care for and safely store patient's religious articles.	Use communication skills. Review traditions pertaining to illness of patient's religious denomination, if he identifies one.	Respect patient's or family's right to own value system.
Listen attentively; allow for display of emotion.	Use listening skills.	Recognize individual variation in amount and character of emotional expression.
Give pertinent information to allay fears and anxieties.	Build therapeutic relationship based on honest exchange of information.	Support patient and/or family with approachable and caring attitude.
Observe overt and covert behavior as means of expression of fear and anxiety.	Use observation skills.	Remember that patient's emotions can have impact on physical health, if ignored or suppressed.
Refer to source for spiritual counseling, if appropriate.	Learn hospital and community religious resources.	
Evaluate effectiveness of nursing intervention.	Use evaluation skills.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #10: Communicate with patient with a hearing disorder.
COMPETENCY: Communicate effectively with patient with a hearing disorder.
CRITERION: Communicated effectively with patient with a hearing disorder.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	List anatomical parts of the ear and review scientific principles related to hearing.	Appraise ways hearing impairment may affect patient's emotional, social and vocational life.
Assess amount of hearing loss from patient's chart and/or observation.	Use observation skills.	Foster whatever degree of independence is safe.
Ascertain resources patient has explored such as hearing aid, sign language, ability to write, body language.	Know about alternate methods of communication.	
Provide patient with opportunity to learn special aids, if appropriate.	Discover and use hospital and community resources for the hearing impaired.	Work to avoid social isolation of patient.
Select technique of communicating suitable to patient and use technique consistently.		
Provide for safe patient environment.		Give patient sense of security and orientation.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #11: Provide assistance to visually impaired patient.
COMPETENCY: Provide assistance to visually impaired patient.
CRITERION: Determined need for assistance and provided assistance; maintained safe patient environment.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine amount of visual impairment from patient's chart and/or observations.	Use observation skills. Understand disease or deformity causing patient's impairment.	Appraise ways visual impairment may affect patient's emotional, social and vocational life.
Call patient by name as room is entered, identify self and touch patient.		Give patient sense of security and orientation.
Make environment safe for patient.	Review safety techniques and special hazards to patient.	
Orient patient to environment.		
Provide patient with special aids if appropriate.	Discover availability of Braille books, "talking books" and large print books.	Appreciate patient feelings behind defensive or aggressive behavior, or denial of special needs.
Encourage use of eyes as much as is appropriate.	Check physician's orders regarding eye use.	Foster whatever degree of independence is safe with support and encouragement.
Assist patient with meals, walking and personal grooming as needed.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #12: Obtain information regarding patient condition for care.
COMPETENCY: Obtain written and verbal information to plan patient care.
CRITERION: Utilized information resources effectively to obtain information to plan patient care.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Define type and scope of information needed.	Analyze need for improvement or change in patient care.	Appreciate need for updating information in order to assure quality care.
Locate appropriate sources of information.	Know hospital resources such as staff library, inservice nurse. Know community and professional resources of information.	
Seek clarification or validation of information from other sources.	Confirm accuracy of information.	Recognize importance of validating information before acting on it.
Interpret information in terms of patient care need.	Analyze uses of information gathered.	
Integrate information into plan of care.	Utilize information that is applicable to patient care need.	
Record care changes and basis for change accurately.	Compose information in readable and accurate format.	Respect need for clear, factual writing and reporting.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #13: Write accurate, concise reports.
COMPETENCY: Write accurate, concise reports concerning patient care and condition, census, accidents and incidents.
CRITERION: Completed reports and forms accurately and concisely.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify information to be recorded.		Value records as sources of statistical or patient information. Respect legal responsibility for completing forms accurately.
Select proper form.	Know hospital policy towards forms.	
Follow instructions for recording.		
Organize information and use words consistently and accurately.	Learn principles of clear, concise writing style.	
Write legibly.		Recall writing legibly is important to assure transmission of information.
Sign form with name and hospital position.	Appreciate need for accountability in professional setting.	Respect legal responsibility to sign reports.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #14: Maintain patient chart.
COMPETENCY: Maintain current documentation of patient's status and care.
CRITERION: Accurately documented care and verbal orders and maintained remainder of chart according to hospital policy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Nurses' Chart		
Chart each incident of care as soon as possible after its occurrence.	Review legal implications for maintaining accurate, legible chart.	Consider the chart a legal document.
Write legibly in appropriate ink color for time.	Know hospital policy for ink color, abbreviations, error corrections and charting system.	
Spell correctly and use only authorized abbreviations.		
Correct errors.		
Use charting system of hospital, such as problem-oriented records, consistently.	Know hospital recording system.	
Graphic Chart		
Maintain correct date and time.		
Use designated color.		

Task #14 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Medication Record		
Write legibly.		
Include all required information on each medication such as date, time, route, dose and name.	Know required medication information.	
Lab Report Sheets		
Place each report on correct sheet in exact place indicated.		
Check patient's name on each slip.		
Special Forms		
Place correct information in proper place on special forms such as diabetic urine record, labor records or I & O sheets.		
Physician's Order Form		
Write in verbal or phone orders indicating full order, time taken and identification of physician and nurse receiving order.	Review hospital policy for accepting verbal orders and identifying who can legally give orders concerning patient care.	Recall legal liability in carrying out physician's orders, both verbal and written.
Maintain Order of Chart		
Know order and keep chart organized.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK #15: Verify the accuracy of medical orders.
COMPETENCY: Verify the accuracy of medical orders according to current knowledge and practice.
CRITERION: Identified questionable order; referred questionable order to appropriate individuals in line of authority and documented actions taken.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Read physician's order.	Use personal current knowledge of the practice of medicine and nursing care.	Appreciate the necessity of keeping knowledge current.
Determine if order contradicts current knowledge and practice by consulting proper resources such as peers, physicians, pharmacists, textbooks or procedure manual.	Know hospital information resources.	Admit limits of personal knowledge and experience.
Refer questionable order to individuals in line of authority.	Know line of authority according to hospital policy.	
Document communication with proper authority noting date, time, subject and results of verbal communications.	Know legal implications of recording communication.	
Document action taken.		Appreciate personal liability for carrying out physician's orders.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Communicator
TASK # 16: Maintain confidentiality of patient information while providing legal access to patient and/or chart.
COMPETENCY: Maintain confidentiality of patient information while providing legal access to patient and/or chart.
CRITERION: Maintained confidentiality of patient information while allowing authorized individuals access to patient and/or chart.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review American Hospital Association's Patient's Bill of Rights. Define confidential.	Respect and preserve patient privacy and confidentiality of patient information.
Avoid unnecessary exposure of patient when transferring patient or providing care.	Recall that unnecessary exposure is a breach of patient's privacy.	
Leave patient's chart at nurses' station or return it promptly after use.	Avoid unauthorized reading of patient information.	
Discuss patient only with appropriate health professionals at appropriately private location.	Evaluate reason for consultation to ascertain that it will positively affect patient's care. Avoid being overheard by choosing private location for consultation.	
Determine identity and purpose of visit of individual seeking access to patient.	Use interview skills to obtain information. Know hospital's positive identification system.	Appreciate need for tact in questioning unidentified individuals.
Determine if identified individual has legal access to patient and/or patient's chart.	Know hospital policy regarding legal access to patient and/or patient's chart.	

Task #16 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Allow access or refer individual not properly identified to person in line of authority.	Know hospital line of authority.	
Record individual, time and purpose of visit and use of record.	Know hospital recording system.	Recall legal implications of chart documentation.

CHAPTER III

ROLE AS A PATIENT TEACHER

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Patient Teacher
TASK #17: Teach information or skill to patient.
COMPETENCY: Utilize teaching/learning skills to teach patient information or skill.
CRITERION: Effectively utilized teaching/learning skills to teach patient information or skill.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify patient and gather information about him.	Use positive identification process. Read patient's chart.	Recognize that learning about patient history, disease and care will help when approaching to teach him.
Assess reason for teaching.	Interpret physician and nursing notes or use observation skills.	
Evaluate patient's readiness to learn.	Use interviewing skills to evaluate patient's motivation and receptivity to learning.	
Evaluate patient's learning ability and level of development.	Use interviewing skills to select teaching techniques appropriate to patient's learning ability and level of development.	Appreciate need to be flexible in teaching techniques to reach patient at his level.
Appraise effect of hospitalization and/or disease on learning ability.	Recall effect of strange environment and/or pain and anxiety on ability to concentrate and retain information.	Recognize special considerations hospitalization requires of teaching such as keeping sessions short or timing sessions according to procedures or medications.
Establish environment conducive to learning.	Review effects of distraction, noise, interruption, lack of privacy, physical distance between patient and nurse and relative position of patient and nurse upon ability to concentrate and retain information.	

Task #17 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Gather materials for instruction.	Know material needed to instruct patient. Know use of written materials, illustrations and audio-visual aids for instruction.	
Introduce topic to patient.	Recall communication skills such as using vocabulary familiar to patient.	
Instruct the patient.	Use appropriate teaching/learning skills to instruct such as lecture, demonstration, role playing, small group teaching, use of examples or hypothetical situations, etc.	Be innovative as needed to impart information.
Reinforce learning.	Involve patient in learning by requesting demonstration and verbalization of information.	Appreciate that effective learning requires active participation.
Answer questions.		Encourage questions.
Evaluate teaching experience and repeat until full comprehension is assured.	Use repetition, practice sessions and approaching information from the vantage point of patient's questions to further reinforce learning.	Appreciate importance of evaluating to assure comprehension.
Report successful learning.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Patient Teacher
TASK #18: Teach health maintenance techniques.
COMPETENCY: Teach the patient techniques of health maintenance.
CRITERION: Determined need for instruction and effectively taught patient appropriate health maintenance techniques.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine need for teaching health maintenance techniques by physician's order or patient assessment.	Interpret physician's orders. Use observation skills.	Value preventative aspect in providing nursing care.
Assemble materials, if needed.		
Evaluate level of development, learning ability and patient receptivity to instruction.	Use communication and interviewing skills.	
Establish learning environment.	Use teaching/learning skills to present material in a pleasant, non-threatening way. Use communication skills to present a caring, positive attitude towards patient.	Be aware of different learning rates of individual patients.
Discuss and demonstrate techniques of health maintenance with patient such as hygiene, body mechanics, exercise, diet, rest, relaxation or safety.	Use teaching/learning skills. Review necessary terminology, anatomy and physiology and procedures for particular technique discussed.	Recall effective learning requires active participation. Be aware that demonstration reinforces learning.
Elicit feedback to assure comprehension.		
Record teaching and patient understanding.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Patient Teacher
TASK #19: Reinforce physician's instructions.
COMPETENCY: Reinforce physician's instructions.
CRITERION: Reinforced instructions given to the patient concerning his disease condition and therapeutic regimen.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish need for instruction by patient assessment or physician's orders.	Use communication skills. Interpret physician's orders.	Appreciate risk involved in interpreting orders.
Establish environment conducive to learning.	Use teaching/learning skills.	Respect patient by providing him privacy and an unhurried time for discussing his care.
Discuss disease condition and prescribed treatment with patient.	Use communication and teaching/learning skills.	
Reinforce physician's instructions by demonstrating, clarifying, repeating or adjusting terminology to words familiar to patient.	Know anatomy, physiology and therapy of patient disease.	
Allow for expressions of emotion by patient regarding disease or therapeutic regimen.	Use communication skills to present caring, positive attitude towards patient.	Appreciate patient's need to work through his feelings regarding disease with a supportive professional.
Evaluate patient comprehension.		

CHAPTER III

ROLE AS MANAGER OF PATIENT CARE

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Manager of Patient Care
TASK #20: Function as a charge nurse.
COMPETENCY: Function as a charge nurse directing and coordinating nursing care for a single patient care area.
CRITERION: Efficiently directed and coordinated nursing care of a single patient care area.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Receive report from previous shift.	Use communication skills to gather pertinent information.	Be aware of responsibility of leadership role.
Assess and plan functions of the nursing unit and staff.	Use the nursing process.	
Delegate responsibilities to nursing staff utilizing their individual skills.	Assess competencies of nursing team members.	Appreciate individuality of each patient and each nurse.
Supervise all activities.		
Observe quality and effectiveness of care given by nursing staff.	Use observation skills.	Be aware of responsibility for actions of staff.
Execute personally or by delegation all physicians' orders.	Interpret and evaluate physicians' orders.	Be aware of responsibility for personal actions and decisions.
Develop a plan of care for each patient and evaluate its effectiveness.	Review nursing process utilized in written care plans.	
Administer medications as indicated.	Review principles and techniques of medication preparation and administration.	

Task #20 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Perform nursing procedures and techniques as indicated.	Know particular procedure or technique indicated or where to obtain information about it, i.e., procedure manual, inservice nurse, etc.	
Observe, evaluate and record patient symptoms, reactions, medications, treatments and progress.	Know legal implications of proper documentation.	Respect legal implications.
Interpret treatments for patient and/or family and communicate with patient and/or family.	Use teaching/learning and communication skills.	
Identify and implement teaching and referral needs of patient and/or family.	Know referral process. Know hospital and community health resources.	Appreciate total nursing needs of patient.
Provide optimal physical and emotional environment.	Review methods to promote comfort and emotional well-being. Review environmental effects on patient well-being.	Recognize importance of nurse/patient and nurse/family relationships.
Teach and orient nursing staff as indicated.	Know hospital orientation procedure. Teach communication techniques, procedure techniques or pathophysiology as indicated.	
Participate in and ensure staff attendance at inservice education sessions.	Know hospital inservice resources and policy.	Appreciate need for inservice education.
Give report to next shift.	Use communication skills.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Manager of Patient Care
TASK #21: Plan patient care in conjunction with the health team.
COMPETENCY: Actively contribute to the planning of patient care utilizing members of health team.
CRITERION: Effectively interacted with health team to plan patient care.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Define patient care objectives.	Use communication skills. Use nursing process.	Value impact of all team members.
Seek and/or give information about patient care plan proposed.		Appreciate behaviors that maintain effective working relationships.
Clarify and summarize proposed plan.	Use teaching/learning skills to assure comprehension by all health team members.	
Elicit feedback about proposed plan and modify plan as needed.	Use feedback information to evaluate, refine and alter proposed plan as needed.	
Document proposed plan.	Know hospital recording system.	Respect need for written documentation of plan.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Manager of Patient Care
TASK #22: Assess competencies of health team staff in order to delegate responsibilities or teach needed skills.
COMPETENCY: Assess competencies of health team staff in order to delegate responsibilities or teach needed skills.
CRITERION: Assessed competencies of health team staff and delegated responsibilities or implemented teaching of needed skills as indicated.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess competencies of health team staff.	Use observation skills. Know job descriptions of RN and LPN as charge nurse, team leader or medication nurse, and the job descriptions of nursing assistant, secretary and orderly.	Appreciate individuality of each staff member
Evaluate total patient care needs and needs of nursing unit.	Use observation skills.	
Delegate tasks to health team staff according to need of patient and unit and competencies of staff.	Use communication skills	Accept responsibility for leadership role.
Implement teaching of techniques or procedures when needed skill is lacking.	Use teaching/learning skills to assure acquisition of needed skill	Recall effective learning requires active participation. Enhance member's self-esteem through appropriate skill acquisition.
Evaluate and reassign tasks as necessary.	Avoid undue stress on health team staff or patient.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Manager of Patient Care
TASK #23: Utilize resources available within the hospital.
COMPETENCY: Utilize resources available within the hospital based on assessment of patient need.
CRITERION: Assessed patient need for services available within the hospital and utilized resources effectively.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish need for assistance from resources within the hospital.	Use observation and communication skills and the nursing process.	
Choose resource from which assistance is desired.	Know departments and services within the hospital such as: dietary social services housekeeping or maintenance pharmacy respiratory, physical or occupational therapy chaplin inservice education nursing office business office nurse epidemiologist security	Appreciate need for teamwork within hospital.
Use correct procedure for communicating request to resource.	Know hospital communication procedure.	
Document utilization of resource.	Acknowledge resource participation in health care.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Manager of Patient Care
TASK #24: Make patient referral to community agencies.
COMPETENCY: Refer patient to community agencies which meet his individual needs.
CRITERION: Assessed need for referral, followed appropriate procedure and explained referral to patient.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient situation in terms of physical, mental and emotional status, family, financial resources, rehabilitation needs and receptivity to referral.	Use observation and interviewing skills. Interpret patient's chart.	Consider total patient care by planning for patient needs after hospitalization.
Establish need and feasibility of referral.		
Recognize appropriate agency or agencies from among available community resources.	Know community health resources.	
Discuss referral with appropriate health team members such as physician or head nurse.	Know lines of authority within hospital.	
Communicate referral information and request through proper channels.	Know hospital and agency procedure for patient referral.	
Explain agency to patient and/or family including its purpose and benefits, cost and/or available financial assistance, location, policy towards home visits or transportation requirements and agency's expectations of patient and/or family.	Enhance chances of successful referral by preparing patient thoroughly and presenting the agency realistically.	Value patient involvement in his own care.

Task #24 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Elicit feedback to assure comprehension.	Use teaching/learning skills.	
Record referral and patient acknowledgement of appointment times and dates.	Know hospital recording system.	

CHAPTER III

ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Member Within the Profession of Nursing
TASK #25: Secure and maintain nursing license and maintain membership in nursing organizations.
COMPETENCY: Secure and maintain nursing license and maintain membership in nursing organizations.
CRITERION: Obtained and maintained license, and maintained membership in nursing organizations.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify procedure for applying for nursing license.	Know Nurse Practice Act.	Appreciate legal need for license.
Complete application as directed by state agency.	Know application process.	Accept responsibility for obtaining and renewing license.
Write State Board Test Pool Examinations for original license, if required.		
Renew license according to State Board of Nursing policy.	Know renewal process.	
Join appropriate nursing organizations and maintain membership.	Learn criteria for membership in various organizations.	Appreciate importance of professional organizations.
Participate in organizations.	Support professional goals of nursing organizations.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Member Within the Profession of Nursing
TASK #26: Provide nursing care that is legal and ethical.
COMPETENCY: Provide nursing care within the legal standards of care and the ethical standards of the profession.
CRITERION: Evaluated nursing care prior to or during implementation to ascertain that it was within the legal standards of practice and the ethical standards of the profession.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Define and contrast ethics and law. Review A.H.A. Patient's Bill of Rights as a basis for ethical conduct.	
Evaluate ethical quality of nursing care procedures, attitudes and conduct.	Review hospital, professional organization, nursing school and personal codes of ethics. Analyze care to ascertain it is consistent with the rights of patients, social welfare and personal integrity, competence and accountability. Review hospital and/or state standards of care.	Respect nurse's responsibility for her own actions.
Report and record unethical conduct.	Know hospital recording system and lines of authority to whom information should be reported.	Recall responsibility when witnessing unethical conduct.
Evaluate legality of nursing care procedures, attitudes and conduct.	Analyze Nurse Practice Act of state and state standards of care to ascertain that nursing care is consistent with laws of the state. Define malpractice and negligence and assess nursing care in these terms.	
Report and record negligent or illegal conduct.	Know hospital recording system and lines of authority. Use caution in accusing individuals.	Recall potential for liability through complicity for failing to report observed illegal act.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Member Within the Profession of Nursing
TASK #27: Participate in professional improvement activities.
COMPETENCY: Attend inservice, continuing education programs and staff meetings which enhance professional development.
CRITERION: Improved skills, knowledge and/or attitudes through participation in professional improvement activities.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Set goals for improvement of skill, knowledge and/or attitude.	Recall function and purpose of professional improvement programs, conferences and meetings.	Appreciate learning as an ongoing process. Value professional obligation to keep current.
Determine resources for continued learning.	Know hospital procedure for implementing inservice and/or staff meeting requests. Know resources available such as books, journals, consultants and audio-visual aids.	
Utilize continuing education opportunities.		
Prepare by reading appropriately before program, conference or meeting.	Know expected program contact.	
Participate actively.		Accept responsibility to seek, clarify and interpret information.
Evaluate program, conference or meeting.		
Implement and share newly learned concepts.	Use communication skills to share information.	Recognize need to adapt learned concepts.
Keep records of all continuing professional improvement activities.	Know procedure for applying for continuing education credits, if appropriate.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Role as a Member Within the Profession of Nursing
TASK #28: Contribute information to the quality assurance committee.
COMPETENCY: Contribute information to the quality assurance committee.
CRITERION: Accurately contributed information to the quality assurance committee.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Know tools used by quality assurance committee.	Learn hospital policy towards medical records review and observation as tools of quality assurance committee.	Appreciate need to monitor quality of health care.
Maintain patient records accurately and legibly and use hospital charting system consistently.	Review hospital charting system.	
Complete all records and forms promptly.		
Assess nursing situations for possible consideration by quality assurance committee.		Appreciate responsibility to evaluate nursing into order to improve its quality.

CHAPTER III

SKILLS ESSENTIAL TO PATIENT CARE

Safety
Well-Being and Promotion of Family Life
Hygiene
Contamination Prevention
Nursing Assessment - Physical
Nursing Assessment - Emotional
Body Alignment
Transportation and Mobility
Elimination
Nutrition
Prevention and Rehabilitation
Fluid Balance
Patient Placement
Surgical Care
Medication
Therapeutic Measures
Emergency Measures

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #29: Provide environmental safety.
COMPETENCY: Identify potential hazards and practice safety measures in order to maintain a safe patient environment.
CRITERION: Maintained safe patient environment by identifying potential hazards and practicing safety measures.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient condition.	Analyze which patient conditions require special safety precautions, such as loss of sensation, poor vision, dizziness, etc.	Appreciate legal and ethical responsibility of safety. Deal diplomatically but firmly with patients who ignore or deny need for safety precautions.
Appraise patient's environment with patient condition in mind, e.g., look for impediments, check electrical wires and equipment for integrity.	Identify environmental hazards.	
Utilize safety precautions, such as raising bed rails and checking bath water temperature, when interacting with patient environment.		
Teach patient and patient's family safety precautions relevant to patient condition.	Use teaching/learning skills.	Appreciate need for patient involvement in maintaining safety.
Arrange for special surveillance of patient during treatments or situations that might compromise patient's safety, such as heat therapy to patient who lacks sensation in therapy area.	Analyze treatments in terms of patient safety. Analyze patient's personal habits in terms of safety, such as sedated patient smoking in bed.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #30: Implement safety and emergency techniques and measures.
COMPETENCY: Implement safety and emergency techniques and measures.
CRITERION: Learned proper techniques and measures and implemented them to preserve safety or handle an emergency situation.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess nursing unit for safety readiness.	Review safety measures that should always be checked such as: Environment - potential for accidents, call bell and restaint position, electrical hazards, smoking regulations and fire hazards Medication - locked medication cabinet, poisons out of patient environment Fire extinquisher - readiness for use Infection control measures - regulatory signs in effect, aseptic technique used Equipment condition - check proper working order	Value need to continually assess for safety.
Review emergency procedures with health team staff.	Use teaching/learning skills to review emergency techniques for: CPR - check readiness of crash chart Disaster plan Fire drills and evacuations Treatment of shock, poisoning, hemorrhage and seizures Heimlich maneuver for choking	Value need to refresh emergency skills and procedure knowledge to maintain readiness.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #31: Position bed and place needed equipment within reach of patient.
COMPETENCY: Position bed and place needed equipment within reach of patient.
CRITERION: Positioned bed and placed needed equipment within reach of patient.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Adjust manual or electric bed to positions prescribed by physician.	Learn operation of bed and equipment. Recall body alignment principles. Evaluate patient's diagnosis in terms of which body positions are therapeutic.	
Teach patient and/or family use of bed controls and proper positions for patient.	Use teaching/learning skills.	
Check functioning of all equipment used by patient.	Assess safety of patient environment.	Appreciate safety in patient environment.
Place needed equipment within convenient reach of patient.	Plan for patient security and comfort.	
Clean and store used equipment properly.		Appreciate cost of hospital equipment and treat it carefully.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #32: Institute use of regulatory signs.
COMPETENCY: Institute use of regulatory signs relevant to patient care and environment.
CRITERION: Selected relevant signs, placed them to control patient care or environment and taught their significance to patient, family or visitors.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Analyze need for regulatory sign.	Assess patient condition.	Appreciate need to control patient environment for well-being of patient and/or family and visitors.
Select proper regulatory sign, such as NPO, isolation, O_2 in use.	Know types, purposes and location of regulatory signs. Know hospital policy regarding use and placement of signs.	
Place sign in appropriate location.		Be sensitive to patient's feelings about signs and environmental control.
Teach patient, family or visitors meaning and significance of regulatory sign.	Use teaching/learning skills.	
After sign is no longer needed, replace in designated area.		Recognize that only if signs are kept current will they be respected.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #33: Implement procedure for managing poisonous substances.
COMPETENCY: Implement procedure for managing poisonous substances.
CRITERION: Identified possible poisonous substances and labeled, stored and used poisonous substances correctly.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Explore patient environment for possible poisonous substances.	Identify poisonous substances and list how they are toxic.	Appreciate legal and ethical responsibility for patient safety.
Remove as many poisonous substances from patient environment as possible.	Minimize patient risk.	
Label poisonous substances accurately and clearly.	Read and comprehend label for correct use, storage, precautions and antidote.	
Identify for patient those substances that are poisonous.	Assess patient's understanding of the nature of danger.	
Use poisonous substances carefully and accurately.		Appreciate risk to nurse and patient of incorrect use.
Replace poisonous substances in appropriate containers and storage areas.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #34: Use fire extinguishing equipment.
COMPETENCY: Use fire extinguishing equipment in an emergency situation.
CRITERION: Used fire extinguishing equipment correctly to deal with an emergency situation.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify types of fire.	Learn classification of fires and method of extinguishing each classification.	Value safety in patient environment by remaining prepared for an emergency situation.
Determine appropriate procedure for fire emergency; ie., remove patient if necessary, alert hospital emergency communication system.	Know hospital procedure for reporting emergencies and alerting necessary personnel.	Remain calm to avoid unnecessary panic and injury.
Select appropriate fire extinguishing equipment and use according to directions.	Review directions of extinguishing equipment to keep procedure fresh in mind.	
Stay in area until personnel designated to fight fire arrive.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Safety
TASK #35: Participate in disaster planning.
COMPETENCY: Participate in development, implementation and evaluation of a disaster plan.
CRITERION: Participated in development, implementation and evaluation of a disaster plan.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Develop a disaster plan appropriate to the needs of community and/or institution.	Assess community and national resources. Evaluate expected role of community and/or institution in disaster situation. Plan roles and procedures for individuals and groups.	Appreciate civil preparedness and community involvement in disaster planning.
Teach disaster plan adequately to necessary personnel.	Use teaching/learning skills.	
Review comprehension of personnel; inventory equipment and supplies needed.	Assess preparedness of community and/or institution to implement plan.	
Implement disaster plan during practices or actual situations by fulfilling roles specified in plan.	Utilize practice sessions to keep skills and knowledge fresh.	
Evaluate the disaster plan based on its effectiveness and update or change plan as needed.	Use evaluation skills.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #36: Provide an aesthetic environment.
COMPETENCY: Provide an aesthetic environment in which patient can maintain his privacy and his personal belongings.
CRITERION: Provided an environment suitably warm, clean and quiet in which patient was able to maintain his privacy and safely keep his personal belongings.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Report for nursing duty clean and neat, avoiding unpleasant body and breath odor as well as perfumes.	Maintain professional appearance. Review effects of environment upon illness.	Appreciate need for personal hygiene in maintaining professional appearance.
Provide adequate lighting for patient.	Assess patient activities and condition when evaluating room lighting.	Appreciate lighting, appearance and temperature of room can affect mood of patient and nurse.
Maintain room temperature and humidity according to patient needs.	Assess physical condition of patient.	
Straighten patient area and discard unwanted materials.	Contribute to pleasant appearance of patient room.	Appreciate a simple environment is less stimulating and thus generally more restful.
Check for unwanted drafts.		
Handle patient's personal belongings carefully, and safeguard valuables according to hospital policy.	Learn hospital policy for storage and safeguarding of patient's valuables.	Respect patient's personal belongings and his attachment to them. Appreciate patient safety extends to his belongings.
Permit visitors only during hospital visiting hours, unless physician has prescribed otherwise.	Maintain patient's privacy within limits of his health needs.	Respect patient's desire for privacy.

Task # 36 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Organize care to make fewest number of intrusions upon patient as possible.		
Maintain quiet environment for patient.	Evaluate noises in nursing unit and consider how they can be minimized.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #37: Promote comfort, rest and sleep.
COMPETENCY: Implement nursing measures which promote comfort, rest and sleep.
CRITERION: Organized care to allow patient to rest and sleep as needed and aided patient with rest and sleep problems.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess rest and sleep needs.	Recall principles and characteristics of sleep. Analyze individual sleep patterns and the demands of disease on rest and sleep requirements.	Respect uniqueness of each patient's sleep pattern and each patient's feelings about rest and sleep needs.
Maintain planned rest periods.		
Plan care to allow for rest and sleep.	Use nursing care plan and problem-solving techniques to organize care.	
Provide physical comfort by changing position, administering back rub or medication as prescribed.	Learn pharmacology of hypnotics, sedatives, narcotics, and analgesics.	
Teach relaxation techniques, if appropriate.	Review relaxation techniques.	
Alter environmental stimulation; maintain quiet.		Appreciate individual tolerance for sensory input.
Assess and assuage anxiety to extent possible.	Recall effects of anxiety and tension upon rest and sleep.	
Evaluate nursing measures.		
Record rest and sleep periods.	Know hospital recording system.	

Task # 37 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement teaching plan.	Use teaching/learning skills. Incorporate patient's family and community resources when teaching prenatal care.	Appreciate importance of using role models with whom patient can identify and communicate. Appreciate importance of involving patient's family.
Assess patient's and family's need for information regarding labor and delivery.	Use interviewing skills.	
Develop a teaching plan and/or explore community resources for childbirth education.	Know community and hospital resources. Recall information regarding labor and delivery that should be included in plan or program. what to expect breathing and relaxation techniques anatomy and physiology tour of delivery room and nursery C-section information medications and procedures used preparation for breast or bottle feeding preparation for infant care	Appreciate importance of adequate preparation of patient and supportive family member.
Implement plan and/or enroll patient and family member in childbirth education courses.	Use teaching/learning skills.	
Evaluate effectiveness of plans at frequent intervals.	Use nursing process.	
Act as resource person for patient throughout pregnancy.	Recall importance of supportive relationship during this significant change in patient's life.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #38: Provide diversional activities for patient.
COMPETENCY: Provide diversional activities for patient that are compatible with patient's abilities and needs.
CRITERION: Provided diversional activities for patient that were compatible with patient's abilities and needs.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine need for diversional activities by reading care notes and physician's orders.	Interpret chart notes and orders. Review Maslow's hierarchy of needs.	Appreciate importance of diversional activities for physical and emotional health of patient.
Observe patient to determine patient's abilities.	Use assessment skills. Review limitations of patient's illness.	
Determine patient's interests.	Communicate with patient at his level.	Respect individual preferences for diversional activities.
Involve family, if appropriate.		
Provide appropriate activity which elicits patient participation.	List hospital resources for diversional activities. Use imagination to create appropriate activities.	
Evaluate patient's enjoyment of activity.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #39: Teach prenatal care and expectant-family education.
COMPETENCY: Assess education needs of the patient and her family regarding pregnancy and childbirth and implement plan to meet education needs.
CRITERION: Assessed patient and family education needs; developed and implemented a teaching plan to meet those needs.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish rapport with patient.	Use communication skills.	
Gather information from patient regarding her knowledge of pregnancy and childbirth, her family situation, learning ability, motivation and socio-economic resources.	Use interviewing skills to gather information.	Remain non-judgmental about range of feelings patient may have regarding pregnancy and socio-economic and cultural differences in family orientation and attitude toward pregnancy.
Develop a flexible teaching plan.	Use nursing process to develop plan. Recall information regarding pregnancy that should be included in plan: diet use of drugs and alcohol physical activity and sexual relations personal hygiene explanation of and relief from minor discomforts danger signs (e.g., edema, blurred vision) signs of labor anatomy and physiology of reproductive tract and pregnancy	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #40: Teach child-care concepts and techniques relative to patient and family needs.
COMPETENCY: Instruct parents in child-care concepts and techniques based on patient and family needs.
CRITERION: Used teaching/learning skills to instruct the parents in child care accurately assessed to be needed.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess need for instruction by observing and talking with patient and family or by physician's orders.	Use interviewing skills.	Respect individual and cultural differences in child rearing. Understand personal feelings about parents' child-rearing habits and opinions.
Establish favorable teaching atmosphere.	Use communication skills to establish rapport with parents.	Create a nonthreatening atmosphere that assures parents instruction is meant to enhance, not usurp, parental roles.
Assess level of understanding, willingness to learn and vocabulary of parents.	Recall the prerequisites to effective teaching.	
Teach child-care concepts and techniques.	Use teaching/learning skills.	
Evaluate comprehension and answer questions the teaching has raised.	Review resources such as books, pamphlets or child-care classes that may augment teaching or answer further questions.	Recall responsibility to assure comprehension.
Address, report and record any significant parental deficiencies or inappropriate behaviors or attitudes that might affect safety of patient.	Recall responsibility to use professional judgment and intervene in potentially unsafe circumstances. Learn the parental psychosocial background and the stress conditions conducive to child abuse or neglect.	Value nursing role as patient advocate.

Task #40 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know hospital and state reporting policy for cases judged to have abuse or neglect potential.	Value nurse's role in prevention of abusive or neglectful circumstances.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #41: Teach methods of contraception.
COMPETENCY: Provide an environment conducive to reception of contraceptive information and educate patient in methods of contraception.
CRITERION: Used communication skills effectively to provide a receptive environment and instructed patient accurately in methods of contraception.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish rapport with patient and patient's partner, if appropriate.	Use communication skills.	Appreciate value of trusting relationship when discussing subjects pertaining to sexuality.
Gather information about patient's knowledge of contraception, learning ability, motivation and short- and long-term goals for child bearing.	Use interviewing skills.	Accept language patient uses to express sexual issues. Appreciate patient's personal value system.
Instruct patient in methods of contraception based on information gathered about her/his needs and level of understanding.	Use teaching/learning skills. Review anatomy and physiology of female and male reproductive system. Review details of the effectiveness, action, use and side effects of: oral contraceptives IUDs diaphragms spermicides condoms vasectomy and tubal ligation withdrawal abstinence or rhythm method	Understand personal feelings pertaining to each contraceptive method to avoid inadvertently communicating feelings to patient.
Instruct patient in health issues related to sexuality.	Review knowledge of sexually transmitted diseases, cystitis, warning	Utilize comfortable atmosphere to educate about other health issues related

Task # 41 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	signs of complications of selected contraceptive method and breast self-examination, if appropriate.	to sexuality.
Review morning-after pills, abortion and signs and symptoms of pregnancy, if appropriate.	Clarify that morning-after pills and abortion are managements of problem pregnancies, not contraceptive methods.	Accept personal and patient's feelings regarding abortion.
Teach patient safety precautions of selected method and a back-up method.	Review safety precautions of contraceptive methods such as checking diaphragm for holes and importance of availability of back-up method.	Accept the premise that convenience is a prime factor in contraceptive use.
Evaluate patient's comprehension and correct and reinforce as needed.	Use teaching/learning skills.	Assume accurate comprehension.
Answer patient's questions and concerns about sexuality.	Review knowledge of sexuality such as value clarification, health questions about masturbation or oral and anal intercourse.	Remain professionally nonjudgmental about patient's lifestyle and sexuality.
	Review community resources for counseling on matters of sexuality, if appropriate.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Well-Being and Promotion of Family Life
TASK #42: Prepare the child and his parents for a hospital stay.
COMPETENCY: Provide nursing preparation appropriate to the child's level of development and the needs of his parents.
CRITERION: Provided nursing preparation appropriate to the child's level of development and the needs of his parents.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Appraise extent of prehospitalization teaching done by clinic nurse, physician's office, home health nurse, etc.	Review books, pamphlets and hospital tours available to child and parents anticipating hospital stay.	Acknowledge the importance to the child's adjustment of preparation for hospital stay.
Evaluate the child's perception of his illness and hospital stay.	Use communication and interviewing skills to reach child at his level. Know child growth and development.	
Assess degree of separation anxiety.	Characterize separation anxiety and its manifestations.	
Evaluate parental perception of child's illness and hospital stay.	Use communication and interviewing skills to assess accuracy of parental perception of child's illness and hospitalization.	
	Assess parents' emotional reactions.	Be sensitive to parents' feelings of helplessness, rage and/or fear.
Correct parental misconceptions and establish supportive relationship with parents.		Appreciate that, if unchecked, parents may transmit misconceptions and anxiety to the child.
Gather data about child's eating, sleeping, toileting and playing patterns at home.	Recall a sense of security will be derived from maintaining patterns to extent possible while in the hospital.	

Task # 42 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Introduce child and parents to his roommates and unit personnel and show them his room, play area, bathroom, etc.	Avoid overwhelming child by allowing him to take in and explore his new environment at his own pace.	Reassure parents by showing them resources available to child.
Give the parents a role in child's hospital care and make provisions for overnight stay by parent, if appropriate.	Permit the parents to assume their usual roles with child such as feeding or bathing child to maintain the order of the family constellation. Avoid making parents witness or assist in painful treatments. Know hospital policy towards parental overnights.	Value the child's need for continuation of routine. Be sensitive to parental anxiety about having their roles usurped by hospital personnel.
Teach the parents to balance maintenance of discipline with consideration for the stresses on the child.	Review common regression patterns children exhibit when stressed. Help parents to understand this behavior yet maintain appropriate constraints.	Appreciate the difficulty parents may have disciplining their sick child. Appreciate that the child will benefit from maintenance of constraints as well as tenderness.
Instruct the parents in the proper way to leave the child.	Recognize the importance of being present whenever parents must leave. Teach parents to say good-bye firmly without prolonging exit, to indicate when they will return and to keep their word.	Avoid unnecessary emotional trauma for the child.
Limit the number of personnel caring for the child, to extent possible.	Introduce or explain anticipated hospital personnel, such as lab or dietary personnel, who will interact with child.	Appreciate child's need for consistent caretakers.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #43: Teach proper hygiene techniques.
COMPETENCY: Teach proper hygiene techniques according to patient need.
CRITERION: Used principles of teaching health maintenance techniques to instruct patient in proper hygiene techniques according to his need.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement preparatory steps for teaching health maintenance techniques.	Review principles and steps of teaching health maintenance techniques.	Value preventative aspect in providing nursing care.
Discuss techniques of proper hygiene according to patient need.	Use teaching/learning skills. Know principles of medical asepsis. Review techniques of hygiene that apply to: cosmetics use of deodorants and anitperspirants bath and genitalia care dental care including brushing and flossing hair care hand, fingernail and toenail care eye, ear and nose care acne prevention and treatment	Be aware of personal feelings regarding patient's hygiene to prevent humiliating or offending patient with nonverbal communication.
Evaluate comprehension and answer questions.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #44: Assist patient with personal grooming including a shampoo.
COMPETENCY: Assist patient to achieve personal grooming including a shampoo.
CRITERION: Assisted patient to achieve personal grooming including a shampoo.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine level of consciousness and degree of assistance needed.	Assess patient condition.	Recognize that good grooming is important to well-being of patient.
Assemble equipment for hair care, shaving or makeup.	Locate stored equipment.	Appreciate individual preference for makeup, hairstyle, beard and equipment.
Shave patient, using electric or blade razor as available. ·Apply warm towel. ·Apply shaving lather. ·Shave with razor. ·Rinse area and apply aftershave, if desired.		Respect comfort, safety and privacy of patient.
Apply makeup according to patient's desire.		Use opportunity to establish rapport with patient.
Comb, brush and arrange hair according to patient's preference.		
Shampoo hair. ·Check physician's order. ·Arrange patient in comfortable, protected position. ·Drape patient and area. ·Wet hair, apply shampoo, lather.	Recognize stamina of patient may be taxed by procedure.	

Task #44 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
·Rinse. ·Dry and arrange hair according to patient's preference.		
Assist patient to select garments and dress himself as required.		Encourage patient to participate in grooming activities to boost patient self-esteem and feelings of identity.
Make patient comfortable.		
Report and record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #45: Provide oral hygiene.
COMPETENCY: Provide oral hygiene to assure cleanliness of mouth and teeth.
CRITERION: Maintained cleanliness of mouth and teeth, including dentures.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient need.	Describe effects of altered physiology on the mouth. Review diseases of the mouth.	Recognize importance of oral health and comfort.
Assemble equipment.	Locate equipment.	
Provide privacy.		Respect patient's privacy.
Assist conscious patient to brush teeth and rinse mouth.	Minimize possible contamination by recalling aseptic principles.	
Assist patient with dentures. ·Assist in removal. ·Rinse and clean dentures with dentifrice and running water. ·Assist patient to rinse mouth and insert dentures. ·Store dentures properly if required.		Appreciate importance and expense of dentures.
Provide oral hygiene for unconscious patient. ·Position and drape patient. ·Protect surrounding area. ·Using appropriate applicator, clean patient's mouth and teeth. ·Lubricate lips.	Review states of consciousness.	Respect patient's dignity and comfort regardless of level of consciousness.

Task # 45 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide for patient's comfort.		
Record results and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #46: Provide skin care.
COMPETENCY: Provide skin care appropriate to patient need, including decubitus ulcer care.
CRITERION: Provided skin care appropriate to patient need, including decubitus ulcer care.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review characteristics of skin. Know those patients whose skin conditions would have special needs such as the newborn, the elderly, the incontinent, the immobilized, the allergic, the undernourished. Identify specific skin indications that could result in breakdown, decubitus ulcer. List appropriate measures to prevent decubitus ulcer.	Recognize preventing skin breakdown, irritation or decubitus ulcer as a nursing responsibility.
Examine physician's orders for specific ointments or medications to be used for skin care.	Learn reason for and technique of particular ointment or medication prescribed.	
Assemble equipment and enlist patient cooperation.		Be sensitive to patient's body image and self-esteem, as when patient becomes incontinent.
Wash skin with soap and water and rinse well, or use chemical cleaner in manner prescribed.	Examine skin for signs of breakdown, impaired circulation and exacerbation of existing condition.	Provide for patient privacy.
Give special attention to face, hands, axilla, perineum and body creases.		

Task # 46 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Dry skin thoroughly.		
Apply lotions, if prescribed.		
Give backrub, if appropriate.	Review physical and psychological benefits of backrub. Review backrub technique.	Understand this touching should communicate a caring attitude to patient.
Position patient to avoid weight bearing on any area where skin appears compromised or break in integument is discovered.	Recall proper positioning techniques and protective and supportive aids.	
Massage around area of impaired circulation or breakdown.	Begin measures to enhance circulation of affected area.	
In case of decubitus ulcer, follow physician's orders and hospital's nursing protocol.	Know physiology of ulcer formation and rationale for particular therapies prescribed.	
Position patient with vulnerable pressure points protected.	Use protective and supportive aids.	
Include trimming of nails and cuticles according to physician's orders or hospital policy.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #47: Perform or assist in cleansing or therapeutic bath.
COMPETENCY: Perform or assist as required in cleansing or therapeutic bath.
CRITERION: Performed complete bed bath, assisted patient in bed bath and assisted patient in therapeutic bath.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient needs.	Review patient's physical and emotional condition. Review effects of bedrest upon skin. Assess safe extent to which patient can assist with bath.	Permit patient to take responsibility for his care to extent he is willing and able to do so.
Organize equipment such as water, towels, soaps, lotions, and powders. Explain procedure.		
Provide for comfort, safety and privacy by positioning and draping. Check water temperature.	Review body mechanics when positioning.	Remain sensitive to patient's modesty and dignity.
Begin with eyes and proceed to other body parts taking into consideration characteristics of skin.	Order the bath to minimize possible pathogen spread. Recall anatomy and physiology. Identify which body parts may need altered care because of particular disease process.	
Observe condition of skin and body parts.	Utilize bathing opportunity to observe and assess condition of patient.	
Verify if tub or shower has been prescribed.	Assess if patient's stamina and range of motion make tub, bath or shower suitable.	Remain advocate of patient safety and comfort.

Task #47 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assist patient to tub or shower. Explain safety equipment or procedures. Assist patient to dry and return to bed.		
Verify if therapeutic bath has been prescribed.	Recall types of therapeutic baths and their objectives, such as medicated baths, Sitz baths, whirlpool baths, and cooling sponge baths.	
Assemble equipment and prepare bath. Explain procedure to patient, including any time limit, precautions and cooperation required.		Enlist cooperation by explaining objective of procedure.
Assist patient as required.	Assess patient's stamina and physical and emotional reactions.	
Observe skin, lesion or condition for which bath was prescribed.	Use observation skills. Use knowledge of anatomy and physiology.	
Clean and return equipment.		
Report and record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #48: Care for visual prosthesis.
COMPETENCY: Maintain visual prosthesis and assist patient with its insertion and removal.
CRITERION: Maintained visual prosthesis and assisted patient with its insertion and removal.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	List anatomical parts of eye and recall mechanism of vision.	
Ascertain assistance and/or teaching patient requires to care for and use visual prosthesis.	Create teaching plan for patient at his level; review teaching/learning principles.	Recognize importance of visual prosthesis for patient's safety and well-being.
Clean eyeglasses; store them safely or help patient put glasses on.		Appreciate cost of visual corrective or cosmetic prosthesis.
Clean contact lenses carefully with prescribed solution.	Practice principles of good hygiene.	
Store contacts safely, in correct compartment.		
Assist patient to insert and remove contacts as needed.		
Assist patient to remove glass or plastic prosthesis as needed.	Comprehend psychological process of dealing with altered body image.	Recognize possible range of feelings patient may have about altered body image.
Cleanse prothesis in prescribed solution.		Maintain positive and matter-of-fact attitude when helping patient accept adjustment to a cosmetic visual prosthesis.

Task #48 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Store prosthesis safely, or help patient insert prosthesis as needed.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK # 49: Care for a hearing prosthesis.
COMPETENCY: Maintain a hearing prosthesis and assist patient with its insertion and removal.
CRITERION: Maintained a hearing prosthesis and assisted patient with its insertion and removal.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	List anatomical parts of ear and recall mechanism of hearing.	
Ascertain assistance and/or teaching patient requires to care for and use a hearing prosthesis.	Create teaching plan for patient at his level; review teaching/learning principles.	Recognize importance of a hearing prosthesis to patient's safety and well-being.
Handle device carefully and read manufacturer's instructions if available.		Appreciate cost of a hearing prosthesis.
Clean portions which fit into ear as recommended by manufacturer or physician.	Practice principles of good hygiene. Comprehend psychological process of dealing with altered body image.	Recognize and deal with possible range of feelings patient may have about altered body image.
Dry thoroughly. Check battery. Keep extra battery and cord on hand. Store safely or help patient insert his hearing prosthesis.		Work to avoid social isolation of patient.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #50: Instruct postpartal patient regarding self-care.
COMPETENCY: Utilize teaching/learning skills to instruct patient regarding self-care during the postpartal period.
CRITERION: Assessed patient needs and effectively instructed postpartal patient regarding self-care.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient needs and ability to comprehend information.	Use teaching/learning skills to instruct patient at her level without overwhelming or confusing her.	Appreciate that patient may be exhausted, uncomfortable and emotionally distracted by major life passage.
Teach patient perineal care.	Review proper method for wiping front to back after urinating or defecating. Know hospital procedure for perineal care after urinating or defecating. Know proper pad application.	Appreciate importance of avoiding infection of perineum.
Instruct patient in sitz bath procedure.	Know hospital procedure and times for using sitz bath.	
Instruct patient in evaluating lochia.	Review normally changing characteristics of lochia. Review signs of abnormal lochia and conditions they indicate.	
Teach self-medication for relief of hemorrhoidal discomfort.	Know proper use of anesthetic sprays or compresses.	
Instill understanding of limitations of the postpartal period.	Review physician's policy regarding intercourse, tub baths, use of tampons and physical activity during postpartal period.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Hygiene
TASK #51: Make an unoccupied and an occupied bed.
COMPETENCY: Make an unoccupied and an occupied bed according to hospital policy.
CRITERION: Made an unoccupied and an occupied bed according to hospital policy and maintained occupying patient's safety and comfort.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assemble linen supplies needed.	Know hospital requirements and policy for making bed.	Recognize providing for comfort of patient as a nursing responsibility.
Adjust bed to proper position.		
Make unoccupied bed according to hospital policy.	Know hospital requirements and policy for making bed, occupied and unoccupied.	
Make occupied bed according to hospital policy.		
Assist patient to turn as needed.	Recall proper body alignment.	Appreciate ill patient's fear, pain and resistance to moving.
Dispose of soiled linen according to hospital policy.	Prevent contamination through proper handling.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Contamination Prevention
TASK #52: Wash hands thoroughly at appropriate times.
COMPETENCY: Minimize risk of transmitting infection by washing hands thoroughly at appropriate times.
CRITERION: Used understanding of germ theory and medical asepsis to determine appropriate times to wash hands thoroughly.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Perform handwashing at appropriate times such as before and after patient contact, after handling contaminated materials.	Review germ theory of disease transmission. Apply principles and practices of medical asepsis when deciding if handwashing is necessary.	Appreciate that the simple practice of washing hands at appropriate times is one of the most important preventative measures a nurse can take.
Use soap or cleansing agent according to hospital policy.		Acknowledge responsibility to perform handwashing thoroughly.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Contamination Prevention
TASK #53: Sterilize equipment.
COMPETENCY: Sterilize equipment using correct procedure.
CRITERION: Sterilized equipment using correct procedure.

SKILL	**KNOWLEDGE**	VALUE/ATTITUDE
Determine appropriate method of sterilization by reading manufacturer's directions or learning hospital policy.	Recall germ theory. List methods of sterilizing equipment and the requirements and procedure of each method.	Remember importance of sterilizing equipment to prevent microorganism spread.
Follow method of sterilization selected conscientiously.		Appreciate cost of equipment and care for equipment properly.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Contamination Prevention
TASK #54: Apply a sterile dressing.
COMPETENCY: Apply a sterile dressing using surgical aseptic technique.
CRITERION: Used surgical aseptic technique accurately to apply a sterile dressing.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Explain procedure to patient and position patient for dressing change.	Implement principles and practices of surgical aseptic technique.	Interpret patient's reactions to wound, drainage, disfigurement and discomfort throughout procedure; respond therapeutically.
Draw curtains; close windows and doors.	Alter environment to minimize transmission of microorganisms.	
Assemble equipment and supplies, loosen tapes in sterile packages and pour sterile solutions.	Organize to maximize efficiency and chances of maintaining sterile technique.	
Remove and dispose of soiled dressing safely.	Use observation skills.	
Note characteristics of exposed wound and drainage on dressing.	Utilize knowledge of patient condition to assess healing process and wound condition.	Realize nurse's legal responsibility in assessment process.
Scrub hands and put on sterile gloves.		
Cleanse wound, draping around it if appropriate.	Handle equipment and supplies to maintain sterile field.	
Apply medication, if prescribed.		

Task #54 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Apply sterile dressing and bandages.		
Dispose of or clean and sterilize used equipment and supplies.	Recall sterilization procedure.	
Record and report procedure and observations.	Know hospital recording policy.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Contamination Prevention
TASK #55: Dress to deliver care to isolation patient and prepare isolation room.
COMPETENCY: Dress to deliver care to isolation patient and prepare isolation room, according to hospital policy.
CRITERION: Dressed to deliver care to isolation patient and prepared isolation room, according to hospital policy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine type and degree of isolation required.	Identify reason for isolation. Review knowledge of particular infectious agent.	Appreciate and allay patient anxiety about being "isolated."
Determine amount of precautions needed.	Review types of medical precautions.	Respect power of infectious agent and follow precautions faithfully.
Wash hands according to aseptic technique.	Use medical aseptic techniques.	
Put on gown, gloves and/or mask according to hospital policy.	Learn hospital policy.	
Set up unit according to hospital policy, assembling needed equipment.	Organize to provide effective nursing care within restricted environment.	
Mark room clearly as isolation.	Avoid unnecessary contamination.	
Remove gown, gloves and mask according to hospital policy.	Limit spread of infectious agent.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Contamination Prevention
TASK #56: Provide nursing care for isolation patient.
COMPETENCY: Provide nursing care for isolation patient using isolation techniques, including double-bagging.
CRITERION: Provided adequate nursing care for isolation patient using isolation techniques, including double-bagging.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Read patient's chart and nursing care plan to determine nursing care needs and medical diagnosis.	Review reason for isolation and particular infectious agent involved.	
Plan care to involve least number of trips in and out of room as possible.	Use organizing techniques.	
Determine precautions needed and dress according to hospital policy.	Know general isolation and medical asepsis principles. Know types of isolation.	Respect power of infectious agent and follow precautions faithfully.
Deliver care to patient maintaining isolation.		Remain sensitive to patient's feelings about being isolated and contaminated. Remember to spend time in isolation room providing company and sensory stimulation as well as physical care.
Use hospital policy for unusual circumstances, such as signing documents.	Learn hospital policy for all aspects of care in isolation.	
Perform double-bagging technique to remove contaminated materials from room.	Learn method of double-bagging.	
Teach principles and procedures of isolation to patient and visitors.	Assess patient and visitor knowledge and use teaching/learning principles to impart adequate information.	Realize that clear comprehension of isolation principles and procedures promotes adherence.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Contamination Prevention
TASK #57: Implement terminal cleaning of patient's room.
COMPETENCY: Clean and disinfect patient's room to prepare it for admission of new patient.
CRITERION: Cleaned, disinfected and prepared room according to procedure.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Put on gown, mask and gloves, if required.	Know which conditions require isolation techniques.	Respect prevention of infection.
Collect items in room and separate them according to method of disposal.	Select appropriate method of disposal of contaminated equipment.	
Wipe equipment with germicidal solution.	Follow **medical** aseptic technique for disinfecting environment.	
Perform double-bagging if required.	Analyze reasons for choosing specific isolation techniques.	
Notify other departments if additional cleaning is required.	Collaborate with other departments to insure terminal cleaning of all surfaces.	Appreciate teamwork to assure safe, clean environment.
Set up room for new patient.	Organize room to insure the orderly admission of new patient.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #58: Monitor temperature.
COMPETENCY: Use appropriate method to take, report and record temperature accurately.
CRITERION: Selected appropriate method to take accurate temperature and reported and recorded temperature properly.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Define body temperature and review mechanisms of body heat production and loss.	Respect nursing responsibility to carry out routine procedures conscientiously.
Evaluate identified patient in terms of appropriate method of taking temperature.	Know patient criteria for selecting method of taking temperature.	
Implement selected method of taking temperature.	Know procedure for taking oral, rectal and axillary temperatures. Review normal values for temperatures taken by these three methods.	Be sensitive to patient's feelings of dignity and privacy when obtaining rectal temperature.
Evaluate information obtained.	Assess temperature reading in terms of its probable accuracy and what it indicates about the patient's condition. Review "normal" factors which affect temperature such as time of day, phase of menstrual cycle.	
Care for thermometer correctly.	Know type of thermometer used and its required maintenance.	
Record patient data and report significant variations in temperature.	Know hospital recording system. Analyze which variations warrant immediate reporting and treatment.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #59: Monitor respiration and pulse.
COMPETENCY: Observe respiration, palpate pulse and report and record findings accurately.
CRITERION: Observed respirations, selected appropriate site to palpate pulse and reported and recorded findings accurately.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Observe character and number of respirations per minute.	Know normal respiration rate and pattern for age of patient. Know patterns of respiration such as Cheyne-Stokes, Kussmaul's and the clinical conditions they indicate. Know what factors affect respiration rate such as medication, exercise.	Assure accurate measurement by observing respirations while patient is unaware of procedure.
Analyze which pulse site to use to measure pulse.	Review pulse sites such as radial, apical or carotid.	
Measure pulse for full minute or longer if necessary to evaluate pattern.	Know normal pulse rate, pattern and volume for age of patient. Know what factors affect pulse such as medication, pain, blood pressure.	
Measure apical/radial pulse rate.	Know procedure and indication for taking apical/radial pulse.	
Record measurements and report significant findings.	Know hospital recording system. Analyze which variations warrant immediate reporting and treatment.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #60: Monitor blood pressure.
COMPETENCY: Measure, report and record blood pressure accurately.
CRITERION: Accurately measured, reported and recorded blood pressure.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Define blood pressure and indicate what condition the two numbers used describe. Review what information is gained by measuring blood pressure.	Appreciate diagnostic value of routine blood pressure measurements on all patients.
Gather sphygmomanometer and stethoscope.	Know proper use of equipment.	
Position patient correctly.	Know what alterations in measurement result from various body positions.	
Measure blood pressure.	Know procedure for measuring blood pressure. Know range of normal values according to age of patient. Review what factors affect blood pressure such as emotions, medications, exercise. Review what medical disorders are indicated by hypotension and hypertension.	
Record measurement and report significant findings.	Know hospital recording system. Analyze which variations warrant immediate reporting and treatment.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #61: Measure central venous pressure.
COMPETENCY: Measure central venous pressure maintaining sterility of the CVP setup and disconnect and reconnect patient to mechanical ventilator if required.
CRITERION: Accurately measured central venous pressure maintaining sterility of the CVP setup and disconnected and reconnected patient to mechanical ventilator if required.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Utilize aseptic technique.	Review principles of aseptic technique. Define central venous pressure and describe purpose of CVP readings.	Value importance of minimizing infection risk.
Explain procedure to identified patient.	Know anatomy and physiology of heart and circulatory system.	Recall patient understanding promotes cooperation.
Ensure proper functioning of CVP setup.	Know apparatus setup.	
Put patient in supine position and remove from mechanical ventilator, if necessary.	Review patient condition. Learn use of mechanical ventilator.	Appreciate patient apprehension regarding procedure.
Obtain CVP reading using technique appropriate to apparatus.	Analyze factors which will give false readings such as patient position, mechanically assisted positive pressure ventilation, physical cause of increased intrathoracic pressure, anesthetics and cardiac tamponade.	
Support patient's respirations while off mechanical ventilator.	Know techniques of assisting patient's respirations.	

Task #61 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Reposition patient and reconnect mechanical ventilator if required.		
Record CVP reading and report abnormal findings.	Know hospital recording system. Know normal values for CVP reading. Know what conditions abnormal values might indicate.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #62: Perform weight and height measurements.
COMPETENCY: Perform and record weight and height measurements.
CRITERION: Accurately performed weight and height measurements.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify patient and enlist cooperation.	Use positive identification process. Use communication skills to enlist cooperation.	Be aware of possible patient sensitivity about weight or height.
Assess physical condition of patient to determine type of scale to use.	Know use of types of scales such as balance scale or portable bed scale.	
Assist patient to remove excess clothing and shoes.	Evaluate patient clothing to ascertain that uniform weight of clothing is worn each time patient is weighed. Determine level of accuracy needed and have patient wear identical clothing, such as hospital gown, for each weighing if necessary.	
Place paper towel on scales.	Protect against transfer of microorganisms.	
Balance scale with patient on it and record weight.	Learn to read and convert pounds and kilograms. Be aware of factors which influence normal body weight of individual.	
Weigh infant on baby scales after spreading pad on scale and balancing scale with pad on it.	Recall small weight of pad can alter accuracy of small infant's weight significally.	Safeguard infant while weighing by remaining directly in front of him.

Task # 62 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Ask patient to stand erect.		
Place height measuring bar level on top of head.	Learn to read and convert inches and centimeters.	
Measure infant height by extending infant's body horizontally alongside a tape measure.		
Record height.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #63: Perform auditory screening.
COMPETENCY: Use audiometer accurately to perform hearing tests.
CRITERION: Used audiometer accurately to perform hearing tests.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Explain procedure to patient.	Understand purpose of performing hearing test on patient. Use teaching/learning skills to reach patient at his level.	Recognize emotional factors related to hearing loss. Adapt teaching to the needs of children.
Seat patient in soundproof or quiet room and place earphones on correctly.	Review anatomy of the ear.	
Operate audiometer according to manufacturer's directions.	Understand principles of hearing testing which include intensity in decibels, frequency in hertz (cycles per sound) and air and bone conduction.	
Instruct patient to signal when first sound is heard.	Review classifications of hearing loss.	
Test each ear and record results on graph.	Know appropriate recording technique.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #64: Perform visual screening.
COMPETENCY: Perform visual screening.
CRITERION: Accurately performed visual screening.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Select method of visual screening appropriate to patient's age.	Know how to use Snellen or picture chart.	Be sensitive to patient's feelings regarding vision loss.
Explain procedure to patient.	Use teaching/learning techniques to reach patient's level of understanding.	Adapt teaching to the needs of children.
Place patient 20 feet from chart.	Recall chart is measured according to what people with normal vision can read at a distance of 20 feet.	Pay attention to accuracy in positioning patient.
Have patient cover eye with opaque card.		
Test uncovered eye from patient's verbal or sign responses.		
Repeat test for other eye.	Recall vision may vary between right and left eyes.	
Record results.	Learn that results are expressed as a fraction, the numerator being the distance of the patient from the chart and the denominator being the distance at which the letters can be seen by patient.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #65: Perform urine test for sugar and acetone.
COMPETENCY: Perform urine test for sugar and acetone.
CRITERION: Accurately performed urine test for sugar and acetone.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Understand reason for urine testing.	
Identify patient.	Use positive identification process.	
Obtain second voided specimen.	Review anatomy and physiology of urinary system and importance of using second voided specimen for testing.	
Read and follow package directions for performing test.		Appreciate importance of performing test according to directions.
Interpret test results.	Review composition of normal urine. Know diseases and conditions that cause sugar or acetone to "spill" into urine.	Recognize diagnostic or disease-management role in urine testing.
Record results and report significant findings.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #66: Measure height of fundus.
COMPETENCY: Measure height of fundus.
CRITERION: Accurately measured height of fundus.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Palpate fundus and symphysis pubis.	Review anatomy of pregnancy.	Appreciate maternal concerns regarding pregnancy.
Place tape or pelvimeter on symphysis pubis.		
Extend tape or pelvimeter firmly to top of fundus.		
Read measurement findings and evaluate information.	Know how height of fundus correlates with the dating of pregnancy.	
Document findings and report significant information.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #67: Measure uterine contractions.
COMPETENCY: Measure frequency, duration and intensity of contractions.
CRITERION: Accurately measured frequency, duration and intensity of contractions.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Place fingertips on top of fundus.	Review anatomy and physiology of pregnancy and labor.	Be aware of laboring family's need for information.
Note time of onset of contractions.	Learn physical signs of contractions.	
Identify the increment, acme, decrement and refractory periods of several contractions.	Know terminology of contractions. Become familiar with the relative feel of tightness of various contractions.	Be sensitive to individual differences in describing and/or experiencing discomfort.
Evaluate quality of contractions.	Know what constitutes abnormal contractions such as incoordinate or hypoactive contractions.	
Record findings.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #68: Measure fetal heart rate.
COMPETENCY: Measure fetal heart rate.
CRITERION: Measured fetal heart rate accurately at proper times and took appropriate action if rate appeared abnormal.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Perform Leopold maneuvers.	Know Leopold maneuvers and what information can be obtained from them.	
Place bell of fetoscope or doppler on abdomen in appropriate spot.	Know how to use fetoscope or doppler.	
Listen for clear fetal heart sound and count beats for one minute, noting rate and regularity.	Review normal fetal heart rates and rhythms. Learn what variations in rate and rhythm are abnormal and what conditions they indicate.	Be aware of laboring family's desire for information and reassurance.
Measure fetal heart rate during contractions, after rupture of membranes and very frequently during second stage.	Know at what points during labor fetus is most likely to become stressed and how this would be revealed by heart rate and rhythm.	Recall nursing responsibility to safeguard fetus.
Apply external or internal fetal monitor when indicated according to hospital policy or physician's order.	Learn use of and indications for external and internal monitoring equipment. Know technique for correct application of equipment.	Explain fetal monitoring to patient to allay anxieties about new electronic equipment.
Evaluate fetal monitor data.	Know how to read and interpret data from fetal monitor.	Explain normal heart rate to patient to relieve anxiety about fetus's health.
Report significant findings.	Know procedure for alerting physician.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Physical
TASK #69: Perform physical assessment of the newborn.
COMPETENCY: Assess the newborn during his adaptation to extrauterine life.
CRITERION: Accurately assessed the newborn for physical clues to his adaptation to extrauterine life.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Obtain the newborn's antepartal and intrapartal history.	Know the meaning of Apgar score. Know which antepartal and/or intrapartal conditions increase risk of which complications in the newborn. Understand problems of adaptation to extrauterine life.	Value that first few hours of extrauterine life are a critical period for the newborn.
Place newborn in appropriate warmer or bassinet and check temperature according to hospital policy.	Know importance of establishing a base-line temperature and monitoring temperature according to hospital policy. Review procedure for and precautions of taking rectal temperature.	
Observe newborn color, respiratory pattern, irritability and muscle tone and determine pulse.	Know characteristics of normal newborn and terminology used to describe characteristics.	Respect that newborn requires reassessment every few minutes.
Measure head circumference and height and weight.	Review measuring height and weight procedures. Know procedure for and information gained from measuring head circumference.	
Determine blood glucose and blood pressure when needed.	Review physical indications for blood glucose and blood pressure measurements. Review procedures for determining blood glucose and blood pressure.	

Task #69 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Report and record observations and newborn data.	Know hospital recording system and procedure for notifying physician of significant findings.	Appreciate major nursing responsibility of providing newborn with a healthy start in life.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Emotional
TASK #70: Assess emotional status of patient.
COMPETENCY: Assess emotional climate in which the patient functions.
CRITERION: Assessed the status of the patient with regard to level of consciousness, anxiety level, developmental level and degree of basic needs fulfillment.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Observe level of consciousness.	Review levels of consciousness.	
Determine to what extent patient's basic human needs are being met.	Use interview and communication skills to collect patient data. Learn Maslow's hierarchy of human needs.	Remain nonjudgmental in order to accurately hear patient and develop trusting relationship.
Describe developmental level achieved by patient.	Learn Erikson's theory of psychosocial development through developmental tasks.	
Assess patient's level of anxiety.	Define anxiety and describe defense mechanisms used to relieve anxiety.	Appreciate that sometimes anxiety is a normal and even desirable reaction to a stress situation.
Look for overt behavioral cues.	Evaluate patient behavior throughout the day in terms of what understanding it contributes to the total personality of the patient.	
Discuss what past experiences patient feels strongly about.	Analyze what patient perceives to be major events of his life in terms of how his past relates to his present emotional status.	

Task #70 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine beliefs and attitudes toward health and illness.	Evaluate how patient perceives his current physical state.	Appreciate that attitudes toward illness can physically as well as emotionally affect patient.
Discuss use of drugs that may alter emotional or intellectual behavior.	Review effects of narcotics, barbituates, alcohol and hallucinogenic drugs on the mind. Recall many legitimate physician prescribed medications may alter emotions or cognition.	Remain nonjudgmental in collecting information.
Describe affect.	Review objective, nonjudgmental terms used to describe affect.	
Record observations.	Know hospital recording system.	Respect patient's privacy by recording information in proper places only.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Emotional
TASK #71: Assess family adjustment to child's prolonged hospital stay.
COMPETENCY: Assess family adjustment and intervene therapeutically during child's prolonged hospital stay.
CRITERION: Assessed family adjustment and intervened therapeutically during child's prolonged hospital stay.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Appraise extent to which child has adapted to the hospital stay.	Use observation skills to analyze child's use of playthings, interaction with hospital personnel, behavior during day and sleeping patterns.	Look for signs and symptoms of depression and regression in children.
Analyze child's routine or utilize hospital resources if child's adjustment is inadequate.	Arrange medication or treatment schedule to avoid interfering with sleeping and eating patterns. Recall therapeutic effects of play. Know hospital resources that may stimulate child such as recreational or occupational therapy, availability of schoolteacher to hospital, visiting-grandmother clubs, etc.	
Observe appropriateness of parents' reactions to the child and child's responses.	Assess the quality of interaction between parents and child, e.g., are parents overprotective, resentful, despairing, irrationally expectant, negligent. Evaluate clues child is picking up from parents about how they feel towards him, his illness, his prognosis, the hospital, nurses and physicians.	

Task #71 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Instruct parents in supportive responses to the child.	Use teaching/learning skills to show parents what interactions are therapeutic for the child.	
Support the family.	Encourage parents to verbalize their feelings about prolonged hospital stay and its effects on them, their marriage, their other children, and their jobs.	
Work with parents towards setting aside time to be with siblings, to be together as a couple and to get adequate sleep, exercise and nutrition.	Recognize importance to the integrity of the family constellation to avoid neglecting siblings, marriage or basic health needs during child's hospitalization.	Appreciate guilt feelings parents may have thinking of themselves.
Involve siblings to extent possible.	Maintain family constellation and normalcy of child's life by encouraging visits, phone calls and other interactions with siblings.	Caution parents that they should spend time with siblings outside as well as inside the hospital.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nursing Assessment - Emotional
TASK #72: Identify situations with high-risk child abuse or neglect potential.
COMPETENCY: Evaluate parent and child background, interaction and environment to identify situations with high-risk child abuse or neglect potential.
CRITERION: Evaluated parents and child for abuse or neglect potential and took proper preventative or legal steps according to findings.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Learn the signs, symptoms, incidence and characteristics of types of child abuse or neglect such as physical, sexual or emotional abuse, failure to thrive, medicating of child or lack of supervision for child.	Work through personal feelings towards abusive or neglectful parents.
Identify high-risk parent.	Use observation and interviewing skills to appraise parental background and personality. Know what background and personality make-up is commonly found among abusive parents.	Appreciate that many unconscious reactions go into an abusive situation; parents generally do not set out to abuse.
Evaluate children in the family.	Recall that generally only one child will be abused. Review what background and personality make-up tend to render child vulnerable to abuse.	Realize how irritating and distressing children can be.
Evaluate the family situation.	Realize that marital cohesiveness, extended family relationships, support systems and friends are generally lacking in families at high-risk for abusive situations.	Appreciate the isolation and stress with which many young families must contend.

Task #72 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review what precipitating factors may spark an abusive situation such as extra stress factor of a lost job, stress from family environment or child-rearing incident.	
Utilize community resources to offset potentially abusive situations.	Know community resources such as Parents Anonymous, church-sponsored support groups or childcare situations where parents can learn child-rearing skills.	Realize that preventative action is of paramount importance.
Evaluate physical signs of abuse.	Review physical findings suggestive of abuse or neglect. Review parental and/or child behavior and attitudes that are suggestive of abuse or neglect. Recall what diagnostic tests may substantiate abuse.	Realize that child may be unable or unwilling to admit nature of his injuries or neglect.
Report suspected abuse or neglect.	Know proper reporting procedure according to state, community and/or hospital guidelines. Know what services child protective services, law enforcement agencies and the courts can provide and when it is appropriate to utilize them.	Value systems these agencies have established to assure confidentiality of information offered to them.
Publicize child abuse characteristics and preventative programs.	Place posters and pamphlets where young families can see them easily.	Appreciate stigma attached to admitting abuse or abuse potential. Value making the community part of the case-finding and preventative effort through education.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Body Alignment
TASK #73: Position patient.
COMPETENCY: Position patient in proper body alignment.
CRITERION: Positioned patient in proper body alignment.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Place patient in side to side, prone, supine, Fowler's, semi-Fowler's, Trendelenburg, Sims' positions.	List various positions (side to side, prone, supine, Fowler's, semi-Fowler's, Trendelenburg, Sims') and their specific uses and effects.	Recognize maintaining musculoskeletal functions and prevention of deformities as a nursing responsibility.
	Review musculoskeletal anatomy and physiology and body alignment principles.	
	Recall complications of bedrest.	
Adjust bed as required.		
Use supportive aids to maintain good body alignment.	Identify various protective and supportive aids to maintain musculoskeletal function.	
Provide protection against irritation or pressure points.		
Provide for patient's safety and comfort by adjusting bedding and side rails and placing call signal and bedside stand within easy reach.		Remain mindful of dependent patient's safety and sense of security.
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Body Alignment
TASK #74: Position patient for examination or treatment.
COMPETENCY: Position patient accurately, safely and comfortably for examination or treatment.
CRITERION: Positioned patient accurately, safely and comfortably for examination or treatment.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assemble any equipment necessary for examination or treatment such as drapes or supportive aids.	Evaluate examination or treatment in terms of equipment needed for patient safety and/or comfort.	
Identify patient and explain examination or treatment to him.	Use hospital identification process. Use communication skills.	Recall legal implications of identification. Be sensitive to patient apprehensions.
Transport patient, if necessary.	Review safe transport techniques.	
Explain to patient posture or behavior required of him during examination or treatment.	Use teaching/learning skills to underscore importance and purpose of required behavior.	Appreciate that informed patient is more likely to cooperate.
Assist patient with posture or behavior required by treatment.	Know body positions for examinations and treatments.	
Make patient as comfortable as possible.	Recall body alignment principles.	Respect patient's privacy and dignity. Appreciate safety factors and remain with patient.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Body Alignment
TASK #75: Teach proper use of body mechanics.
COMPETENCY: Teach proper use of body mechanics to patient.
CRITERION: Used principles of teaching health maintenance techniques to instruct patient in proper use of body mechanics.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement preparatory steps for teaching health maintenance techniques.	Review principles and steps of teaching health maintenance techniques.	Value preventative aspects in providing nursing care.
Discuss methods of proper body mechanics.	Use teaching/learning skills. Know anatomy and physiology of circulatory, skeletal and muscular systems. Review proper body mechanics with regard to: good posture and body alignment work areas close to body pivoting to turn body carrying objects grasping for out-of-reach objects pushing and pulling techniques using longest and strongest muscles of body whenever possible resting muscles after periods of activity sitting positions lifting techniques	Appreciate that a good example is the best teacher and use good body mechanics while nursing.
Evaluate comprehension and answer questions.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Transportation and Mobility
TASK #76: Assist patient to walk.
COMPETENCY: Provide assistance to patient unable to walk.
CRITERION: Provided assistance to patient unable to walk.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review body alignment principles. Analyze patient's physical and psychological ability to ambulate.	
Explain procedure and its importance to patient.		Encourage patient to be as independent as is appropriate.
Position bed; assemble needed supplies (crutch, walker, slippers, robe, etc.).		
Assist patient to dangling-feet position; assist patient to dress.		
Help patient to stand.	Identify safest method of assistance.	Appreciate patient fears for safety or injury.
Assess patient posture and stamina periodically.		
Return patient to bed safely and make patient comfortable.		
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Transportation and Mobility
TASK #77: Utilize turning frames safely and correctly.
COMPETENCY: Turn the patient safely and correctly on a turning frame.
CRITERION: Safely and correctly turned patient on turning frame that operates laterally and vertically.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know the condition or disease for which the turning frame has been ordered, e.g., spinal injury, burns, decubitus ulcer.	
Establish a nursing care plan for what times and what length of time patient will maintain particular position.	Use nursing process to organize care, mealtime and sleeping around patient's turning schedule. Check physician's orders for details of positioning and use of positioning aids.	
Prepare the patient for turning.	Use teaching/learning skills to explain turning procedure to patient. Place patient equipment such as drains, tubes or catheters at the head of the bed unless drainage requires that catheter remains below level of the area drained. Anticipate pressure points of new position and protect patient accordingly.	Appreciate patient anxiety about being turned, possibly falling, etc. Reassure that feelings of dizziness generally subside as patient becomes used to frame. Respect patient's privacy if he will be exposed.
Gather necessary equipment before turning patient.	Review the parts and requirements of the Stryker, Foster and CircOlectric turning frames. Review nursing procedures such as bed change or skin care that should be accomplished and know equipment needed.	

Task #77 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Ensure the safety of the patient by locking wheels, applying protective and positioning devices and fastening and unfastening bolts, locks and pins correctly.	Learn the safety precautions and procedures relevant to turning frame used.	Appreciate safety needs.
Implement procedure for turning patient.	Learn the procedure for turning patient on Stryker, Foster or CircOlectric turning frame including all mechanical tasks and securing limbs and body. Know which frames require assistance.	Realize need to tell patient direction and time of turn.
Assess the patient's skin condition, alignment, particular injury and any complaints he may have.	Know proper body alignment principles. Know the goal of therapy and use observation skills to appraise patient in those terms. Address new complaints by evaluating complaints and reassuring or reporting them as appropriate.	Appreciate that patient may have greater tolerance for certain positions.
Implement needed nursing care in new position.	Review nursing care plan for care needs organized around turning times and positions.	
Leave the patient with drains, tubes and catheters correctly repositioned, call light and activity needs within reach and frame safety precautions checked.	Learn checklist for after-turn safety. Review requirements of a safe, therapeutic patient environment.	Appreciate the needs and helplessness of a framed patient.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Transportation and Mobility
TASK #78: Apply protective restraints.
COMPETENCY: Apply protective restraints for patient safety.
CRITERION: Determined need for and selected proper restraint and applied restraint correctly and safely.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine need for restraint.	Assess patient's physical condition, state of consciousness, mental and emotional orientation.	Respect legal rights of patient. Recognize restraints as a last resort only.
Obtain physician's order.		
Select and obtain restraint.	Know types of restraints and their uses and precautions.	
Explain restraint and rationale for restraint to patient and family.		
Apply restraint, using hospital policy.	Learn applications of various restraints.	
Check patient body alignment and circulation of restrained area.	Recall circulation and good body alignment requirements.	
Make patient comfortable.		Allay patient anxiety.
Remove restraints at least every two hours; perform range of motion and change position.	Recall effects of immobility.	
Check circulation frequently.		

Task #78 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess mental and physical status of patient periodically to determine continued need for restraint.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Transportation and Mobility
TASK #79: Teach use of protective restraints.
COMPETENCY: Teach use of protective restraints to patient and/or family.
CRITERION: Taught patient and/or family need for, type, care and dangers of protective restraints.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish rapport with patient and family.	Use communication skills.	Respect right of patient and family to explanation of treatment.
Assess ability of patient and family to understand information.		
Explain need for, type, care and dangers of protective restraint selected.	Use teaching/learning skills to reach patient and family at their level and impart necessary information.	
Demonstrate use of protective restraint.	Know types of protective restraints.	
Assure patient of safety and accessibility to family or nurse.		Be sensitive to fears of patient and family regarding patient's safety while restrained.
Encourage expression of feelings regarding protective restraints.	Use listening skills.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Elimination
TASK #80: Provide for elimination needs.
COMPETENCY: Assist patient with bladder and bowel elimination needs.
CRITERION: Assessed patient's bladder and bowel elimination needs and assisted patient when appropriate.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient's physical and mental condition.	List organs of urinary and intestinal system and review their function.	
	Recall effects of bedrest, immobility and trauma on urinary and intestinal systems.	
Determine what is "normal" elimination pattern for patient. Strive to maintain "normalcy."	Use communication skills to gather information.	Recognize many patients' modesty and embarrassment pertaining to elimination; provide privacy and maintain patient dignity. Remain positive and matter-of-fact to demonstrate to patient that elimination is a natural, every day part of nursing care.
Place patient on bedpan, if necessary, and position patient in comfortable posture.	Remember good body alignment.	
Help patient trigger voiding by using appropriate nursing "tricks," such as running water, pouring warm water over perineum.		
Promote regular bowel elimination by offering bedpan regularly after meals,		

Task #80 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
adjusting diet and exercise or requesting medication order.	Recall gastrocolic reflex.	
Observe products of elimination.	Review normal appearance and characteristics of urine and feces. Consider what conditions might be indicated by abnormal seeming urine or feces.	
Record and/or report results.	Know hospital recording or reporting system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Elimination
TASK #81: Perform enema procedure.
COMPETENCY: Prepare and administer an enema as designated by physician's order.
CRITERION: Prepared and administered prescribed enema safely and correctly.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Review reason for enema order. Know types of enema, their equipment and solution requirements and their purposes.	Appreciate importance of elimination to patient.
Explain procedure to identified patient.	Use teaching/learning skills. Recall the psychological effect of invasive procedures.	
Assemble needed supplies and wash hands.	Review principles of medical asepsis.	
Prepare enema with prescribed solution in prescribed amount at correct temperature.		
Position and drape patient.	Review correct position for enemas.	Appreciate patient's comfort and privacy.
Insert lubricated rectal tube the specified distance into anus.		Be sensitive to range of feelings such as embarrassment which patient may have.
Instill solution properly.	Acknowledge safety principles by regulating flow according to patient discomfort and ability to retain	

Task #81 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	fluid and avoiding excess fluid pressure.	
Clamp and remove rectal tube.		
Assist patient onto bedpan or toilet.	Recall safety principles of evaluating patient's ability to walk, placing call light within patient's reach.	
Observe and record enema results.	Use observation skills to assess results. Know hospital recording system.	Appreciate patient's feelings of embarrassment or exposure at having feces examined.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Elimination
TASK #82: Perform manual removal of fecal impaction.
COMPETENCY: Perform manual removal of fecal impaction.
CRITERION: Performed safe and thorough manual removal of fecal impaction.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Organize needed supplies.		Realize organization prevents loss of time and patient discomfort.
Explain procedure to identified patient.	Use communication skills.	Be sensitive to patient's feelings about procedure and communicate willing, matter-of-fact attitude.
Protect environment adequately with drapes or pads.		
Provide privacy.		Respect privacy and dignity of patient.
Put on examining glove and lubricate finger.	Know procedure for manual disimpaction.	Appreciate nursing responsibility to do even distasteful nursing tasks thoroughly.
Insert gloved finger into rectum.		
Break up and remove feces.	Assess patient discomfort and watch for signs of complications such as vagal stimulation or hemorrhage.	
Remove remaining feces manually or by providing bedpan, as appropriate.		
Cleanse patient and patient environment.		

Task #82 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Elimination
TASK #83: Perform colostomy care.
COMPETENCY: Prepare and administer prescribed irrigation through the stoma and attach colostomy bag.
CRITERION: Prepared and administered prescribed irrigation through the stoma and attached colostomy bag correctly.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Explain procedure to identified patient.	Review reason for and type of patient's colostomy. Use teaching/learning skills to teach patient rationale of irrigating on a regular basis until control is established.	Appreciate psychological effect of invasive procedures. Appear matter-of-fact and positive about the procedure.
Position patient, providing privacy, and remove used colostomy bag.	Know proper positioning for irrigation. Know technique of removing and disposing of used colostomy bags.	Appreciate patient's dignity and privacy. Be sensitive to patient's feelings of altered body image or "deformity."
Assemble equipment and prepare prescribed solution in prescribed amount at correct temperature.	Review types of solutions prescribed.	
Insert lubricated rectal tube into stoma to prescribed distance.		
Instill solution slowly.	Acknowledge safety principles by avoiding excessive fluid pressure and using patient's discomfort and ability to retain as an irrigation guide.	
Clamp and remove tube.		
Place bag or irrigating drain over stoma.	Know technique for applying colostomy bag or irrigating drain.	

Task #83 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Allow patient prescribed amount of time to eliminate and observe and record results.	Use observation skills to assess irrigation results.	Appreciate patient embarrassment or squeamishness at seeing feces in colostomy bag.
Cleanse and dry skin and provide any prescribed skin treatment.	Review special needs of skin compromised by chemicals, adhesives and feces.	
Attach clean colostomy bag.	Use teaching/learning skills to instruct patient in self care as it becomes appropriate.	Realize importance of teaching patient acceptance and independence.
	Know types of colostomy bags and the procedure for attaching them.	Realize patient may initially feel overwhelmed, unwilling to care for himself.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Elimination
TASK #84: Care for the patient with closed urinary drainage.
COMPETENCY: Maintain cleanliness, integrity and safety of closed urinary drainage.
CRITERION: Maintained cleanliness, integrity and safety of closed urinary drainage.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review anatomy and physiology of urinary system and mechanism of closed urinary drainage.	Respect patient's privacy and sensitivity when providing catheter care.
Maintain patency of tubing and proper inflation of balloon.	Utilize safety precautions to prevent sharp objects from puncturing plastic tubing.	
Maintain drainage tube close to patient's body in good alignment and place bag below level of patient's bladder.	Review physical principles of drainage and importance of maintaining open path for urinary drainage.	Appreciate nursing responsibility to prevent infection and bladder distention.
Irrigate bladder through indwelling catheter if prescribed.	Know procedure, rationale and possible complications of bladder irrigation. Know pharmacology of prescribed solution and surgical aseptic technique required for irrigation.	
Empty and measure and record urine output.	Know hospital intake/output recording system.	
Assess characteristics of urine.	Review normal and abnormal characteristics of urine and significance of abnormal appearance.	

Task #84 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Discard or save urine as appropriate.	Know hospital system for urine collection.	
Assist patient to walk with urinary drainage or teach patient to do so himself, if appropriate.	Review safety precautions of moving with urinary drainage. Review devices to assist patient to handle tubing and bag.	Encourage ambulation to enhance patient's physical and mental condition. Handle urinary drainage discreetly to reduce patient sensitivity about ambulating.
Remove catheter when physician orders procedure.	Know procedure for safely removing catheter.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Elimination
TASK #85: Perform catheterization procedure.
COMPETENCY: Catheterize the patient using surgical aseptic technique.
CRITERION: Prepared patient and equipment and efficiently catheterized patient using surgical aseptic technique.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Prepare identified patient.	Use teaching/learning skills.	Appreciate patient feelings of modesty or embarrassment.
Assemble equipment.		
Catheterize patient using correct surgical aseptic procedure.	Know catheterization procedure. Review principles of surgical asepsis. Review anatomy and physiology of area.	
Collect specimen if indicated.		
Connect drainage system, if indicated, using tape or bandage to maintain proper alignment.	Review principles for determining positioning of drainage system.	Appreciate proper alignment will promote patient comfort.
Bottle and transport specimen properly.	Know hospital policy for specimen collection.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nutrition
TASK #86: Assist patient with meals.
COMPETENCY: Provide assistance with meals to patient.
CRITERION: Encouraged nutritional intake through appropriate assistance with meals.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine prescribed diet.	Review requirements of normal and therapeutic nutrition.	
Provide before-meal hygienic care.		
Review abilities of patient based on age and condition.	Recall ages of attainment of developmental skills necessary for self-feeding.	
Position patient to permit greatest degree of self help and optimum digestion.	Review proper body alignment. Know anatomy and physiology of gastrointestinal tract.	Encourage independence within limits of safety.
Prepare environment.	Acknowledge importance to appetite of an aesthetic environment.	
Prepare food and assist patient to feed himself as appropriate.	Utilize time with patient to develop rapport and build therapeutic relationship.	Accept patient individuality regarding manner of eating and food preference.
Provide oral hygiene after meal as appropriate.	Review oral hygiene requirements and procedures.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nutrition
TASK #87: Obtain a diet history.
COMPETENCY: Identify usual diet patterns and information in order to plan an adequate diet.
CRITERION: Assessed diet patterns, food preferences, idiosyncracies and allergies in order to plan an adequate diet.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess usual nutritional intake.	Use interview skills to obtain list of foods usually eaten on an average day.	Respect individual food preferences and religious and cultural influences.
Assess patient's knowledge of the adequacy of his nutritional intake.	Know basic nutrition. Use communication and teaching/learning skills to correct or augment patient knowledge.	
Elicit information regarding preferences in types, amounts and methods of preparation of food eaten.		Be sensitive to individual psychological responses to food as a means of meeting non-nutritional needs such as security, comfort or pleasure.
Obtain information regarding known adverse reactions to specific foods.	Note allergic reactions on patient's chart in specified area.	
Record information according to hospital policy.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nutrition
TASK #88: Provide for nutritional needs.
COMPETENCY: Provide nutrition according to patient's need.
CRITERION: Assessed and adjusted diet to meet nutritional needs and provided alternate feeding mechanism for patient unable to eat.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient's prescribed diet.	Review basic principles of nutrition.	Recognize importance of nutrition in promoting health, preventing disease and rehabilitating patient.
Adjust diet according to physical limitations or personal preferences.	Know necessary dietary limitations for patient anticipating medical, surgical or diagnostic procedure. Review religious, ethnic and cultural preferences.	Provide patient with foods he likes to extent possible to promote good intake.
Provide alternate feeding mechanism for patients unable to eat according to physician's order.	Recall patient conditions which contraindicate eating.	
Maintain integrity and function of IV inserted for hyperalimentation and implement this therapy as prescribed.	Know placement and care of IV for hyperalimentation. Learn pharmacology of hyperalimentation and possible complications.	Provide for comfort by maintaining oral hygiene for patients unable to eat.
Insert and infuse feeding through a gastric tube.	Learn procedure for inserting gastric tube and verifying that it is in the stomach. Know possible complications of gavage feeding. Learn procedure for infusing feeding through tube.	

Task #88 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Maintain integrity and function of gastric tube if left in place.	Review procedure for clearing, clamping and securing tube.	Provide patient as much mobility as possible by situating tubing securely.
Insert tube and infuse feeding through gastrostomy or enterostomy.	Know nature, purpose and indications for gastrostomy or enterostomy.	
Maintain health of the gastrostomy or enterostomy.	Review principles of surgical asepsis used for inserting tube and applying dressing.	
Monitor nutritional intake to ascertain that it is adequate.	Know hospital intake/output forms.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nutrition
TASK #89: Teach information about and implementation of prescribed diet.
COMPETENCY: Teach information about and implementation of prescribed diet.
CRITERION: Taught information about prescribed diet and demonstrated understanding of its implementation.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's diet order.		
Review prescribed diet.	Know reasons for and foods included in regular, bland, low-fat, low-salt, low-calorie, low-residue, diabetic and full- or clear-liquid diets.	Appreciate role of nutrition in maintaining health.
Instruct patient and/or family about prescribed diet.	Use teaching/learning skills to reach and motivate patients.	Appreciate involvement of whomever is preparing patient's meals.
Demonstrate a menu plan utilizing prescribed diet and incorporating patient's food preferences to extent possible.		Appreciate the habit and comfort food preferences represent and the difficulty patient may have altering eating patterns.
Explain cooking techniques.	Recall effects of types of preparation on food's caloric level and nutritional value.	
Check for comprehension and answer questions.		
Leave written information that reinforces diet to which patient and family can refer.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Nutrition
TASK #90: Teach the diabetic patient regulation of his disease.
COMPETENCY: Teach the diabetic patient urine testing, insulin administration, diet management, prevention of ketoacidosis and hypoglycemia and foot and health care.
CRITERION: Taught the diabetic patient urine testing, insulin administration, diet management, prevention of ketoacidosis and hypoglycemia and foot and health care.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know the pathophysiology of diabetes mellitus. Review the differences between adult and juvenile onset diabetes. Review common emotional reactions patient and family may have to discovery of chronic disease.	
Establish a trusting relationship with the patient and his family.	Use communication and listening skills to establish a rapport. If patient is a child, encourage participation in disease regulation to the extent possible considering level of development. Teach parents, with the eventual goal being gradual self-reliance as the child matures.	Appreciate that patient needs one nurse to whom he can look for answers, emotional support and understanding.
Teach the patient and family basic pathophysiology of diabetes.	Use teaching/learning skills to assure comprehension of physical process of diabetes.	Appreciate that comprehending the why of his disease will help the patient understand how to control it.
Teach urine testing and understanding of its results.	Review procedure and times for testing urine for sugar and acetone and the charting of results. Recall what glucose or acetone in the urine indicate and what adjustments in insulin dose are necessary.	

Task #90 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Teach insulin administration.	Review principles of teaching patient self-administration of medication. Learn proper rotation of injection sites.	Appreciate the reluctance patient may have self-injecting and accepting this routine as a life-long necessity.
Teach diet management.	Review principles of teaching patient prescribed diet. Utilize hospital resource of a dietitian, if possible. Review the principles, caloric distribution and acceptable food choices of the diabetic diet.	Appreciate difficulty patient may have accepting life-long food restrictions. Appreciate the difficulty teenagers and children may have resisting peer pressure to eat or snack injudiciously.
Teach signs, symptoms, prevention and treatment of hypoglycemia and ketoacidosis.	Review signs and symptoms of hypoglycemia, preventative measures such as eating on schedule, protective measures such as carrying hard candy at all times and treatment. Review signs and symptoms of ketoacidosis, preventative measures such as adhering to diet and treatment, which will require medical attention.	Appreciate the fear patient may feel facing the possibility of these reactions. Appreciate that factors outside the patient's control such as emotional stress or infection may trigger reactions.
Teach foot care.	Review effect of diabetes on circulatory system and the circulation in extremities. Learn proper sock and shoe selection, correct technique for cutting toenails, treatment of blisters, callouses and corns and hygiene.	
Teach health care.	Review principles of teaching hygiene. Recall the importance to diabetics of preventing infection, treating infection and/or injury promptly and	

Task # 90 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	maintaining a lifestyle that permits adequate exercise, rest and sleep.	
Assess the family's reactions to diabetes and the diabetic.	Use observation and communication skills to evaluate level of acceptance, appropriateness of family interactions and ability of family to cope with disease.	
Assess the patient's reactions to his diabetes and his family's involvement in it.	Use observation and communication skills to evaluate level of acceptance of diabetes's limitations, chronicity and tensions and the ability to be self-reliant or to accept care, as appropriate.	
	Recall behavior patterns of denial, rebellion and hostility seen frequently among diabetic teenagers.	Appreciate that such acting out may mask anxiety, poor supportive relationships at home, peer pressure and/or anger at reality of the disease.
Utilize hospital and community resources to promote good family and patient adjustment.	Make appropriate referrals to counselors, psychiatrists, diabetic workshops, home health nurses, etc. for follow-up physical and emotional care assessed to be needed for the patient and his family. Know hospital referral procedure.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Prevention and Rehabilitation
TASK #91: Perform range-of-motion exercises.
COMPETENCY: Perform passive range of motion and assist in active range-of-motion exercises.
CRITERION: Performed passive range of motion and assisted in active range-of-motion exercises which maintained flexibility and muscle tone.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review musculoskeletal anatomy and physiology. Know physical and psychological complications of bedrest. Define range-of-motion principles and terms and review how to implement range-of-motion exercises.	
Explain range of motion and its importance to patient and assess extent to which patient can participate.		Enlist cooperation of patient in his own health care.
Support body parts as needed during exercise.	Recall correct body alignment and support.	
Follow procedure, administering range of motion, taking joints through abduction and adduction, flexion and extension, and rotation as is appropriate.	Observe for any deviation from normal flexibility or tone. Comprehend muscular resistance to pain.	
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Prevention and Rehabilitation
TASK #92: Teach rehabilitation measures.
COMPETENCY: Teach patient rehabilitation measures according to his needs.
CRITERION: Assessed patient needs and instructed patient in appropriate rehabilitation measures.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient needs and ability to learn.	Use interviewing skills and interpret physician and nursing notes.	Value importance of early rehabilitation efforts and consistent practice of efforts.
Make plans for teaching according to patient assessment.	Use nursing process. Review special considerations for rehabilitation teaching such as short, frequent learning sessions and practice opportunities.	
	Use teaching/learning skills.	Foster progressive independence whenever appropriate.
Teach bedridden patient and/or family concepts for preventing complications arising from inactivity.	Review methods for maintaining skin integrity and mobility of joints and muscle mass.	
	Review methods for preventing osteoporosis, urinary and bowel complications and respiratory and circulatory complications.	
Teach adaptations for performing activities of daily living.	Recall techniques and devices to assist with hygiene, dressing, eating, ambulation, elimination and sensory perception.	

Task # 92 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Teach transfer activities to patient with limitations in mobility.	Review techniques for weight bearing and non-weight bearing transfer.	
Teach methods of bladder and bowel training.	Recall techniques for elimination training such as regulation of time and type of solid and liquid intake.	
Teach nutritional aspects of rehabilitation.	Review nutritional aspects of rehabilitation.	
Teach methods of caring for permanent prosthetic, revisionary or orthopedic device.	Review techniques for caring for a: gastrointestinal revisionary device orthopedic prosthesis tracheostomy eye or ear prosthesis cardiac pacing device	
Assist patient to set realistic goals.		Recognize importance of active involvement of patient in all efforts,
Collaborate with other health professions in reaching rehabilitation goals.	Review procedure for making referrals.	
Teach patient and/or family about rehabilitative efforts to be implemented at home.	Utilize appropriate community resources.	
Teach family about probable psychological responses to disability.	Know common reactions to loss manifesting in confusion and denial, then depression and grief followed by adaptation and adjustment.	Be sensitive to the fact that the family will have its own psychological reactions to patient's loss.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Prevention and Rehabilitation
TASK #93: Teach the use of mechanical rehabilitative devices.
COMPETENCY: Teach patient the use of mechanical rehabilitative devices according to his needs.
CRITERION: Assessed patient needs and instructed him in proper use of mechanical rehabilitative devices.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient needs.	Use interviewing skills and interpret physician and nursing notes. Prepare patient by strengthening unaffected body parts.	Plan realistic goals with increasing complexity, allowing sufficient time for adjustment.
Collaborate with other health professionals.		Appreciate teamwork.
Teach use of mechanical aids for ambulation.	Review technique for measuring for cane or crutches. Review gait possibilities such as 2, 3, or 4 point gait, tripod gait, swing-to and swing-through gait.	
Select and teach about appropriate walker.	Review method for using walker.	
Teach care of braces.	Review proper maintenance of locks and metal and leather parts.	Be sensitive to patient's feelings about altered body image.
Teach care of cervical and pelvic tractions.	Review correct application and proper schedule of use of device.	
Teach use of cardiac pacemakers.	Review periodic and daily monitoring of pulse rate by patient. Know safety precautions such as proper clothing,	Be sensitive to patient apprehensions about caring for and dependence on pacemakers.

Task #93 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	electronic hazards to avoid, identification, vigorous activity involving shoulders and upper thorax.	
	Know signs and symptoms of pacemaker failure.	
Teach care of breast prosthesis.	Review selection, care and application of breast prosthesis.	Be sensitive to patient's feelings regarding loss of body part closely linked to sexuality.
Teach care and operation of mechanical devices for respiratory rehabilitation.	Review use of steam inhalators with or without medications, IPPB and oxygen, including safety measures.	
Teach care of tracheostomy.	Review tracheostomy care including suctioning, hygiene and safety precautions.	
Teach use of devices to increase muscle strength and stamina.	Recall devices for exercising body parts.	
Teach use of ostomy devices	Review care of ostomies and use of ostomy devices including hygiene, irrigations and care of receptacles.	
Teach maintenance of skin integrity.	Review potential stress on skin of all preceding therapies. Review care of skin stressed by inactivity, unusual pressures or environments.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Fluid Balance
TASK #94: Administer intravenous fluid.
COMPETENCY: Administer, maintain and regulate intravenous fluid infusion through most appropriate site.
CRITERION: Safely and efficiently administered, maintained and regulated intravenous fluid through most appropriate site.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Ascertain that fluid has been correctly prescribed and transcribed.	Comprehend proper electrolyte and fluid balance and the desired effect of fluid administration. Know hospital recording system.	Respect need for increased caution in administration of intravenous fluid.
Obtain and prepare proper fluid and equipment.		
Identify proper patient and select most appropriate site for infusion.	Recognize that site depends on condition of patient's veins and patient's comfort, mobility and safety.	Provide optimal patient comfort and mobility.
Efficiently administer the intravenous infusion using aseptic technique.	Recall that medical asepsis prevents contamination of site.	Allay patient apprehension with efficient care.
Regulate fluid flow as prescribed.	Know about intravenous equipment. Learn to calculate correct rate of flow.	
Support and protect infusion site as required.	Understand that proper support will insure patient comfort, deter damage to circulatory system and prolong use of selected site.	Appreciate that thorough preparation maintains therapy and maximizes patient comfort.
Maintain periodic surveillance and recording of rate of flow, condition of	Know hospital recording system. Know anticipated effects and possible	Protect patient safety by careful surveillance.

Task # 94 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
infusion site and infusion effects.	deleterious effects of fluid administration.	
Remove infusion and infusion support when prescribed, protect infusion site, and record discontinuation of intravenous infusion.	Know hospital recording system. Comprehend need to protect infusion site from infection.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Fluid Balance
TASK #95: Measure fluid intake and output.
COMPETENCY: Accurately measure, record and report fluid intake and output.
CRITERION: Accurately measured, recorded and reported fluid intake and output.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review importance to health of maintaining of fluid balance and signs and symptoms of fluid loss or overload. Review ways by which the body obtains and loses fluid.	
Verify order or assess need for implementing intake/output (I & O) measurement.	Know what conditions increase patient risk of fluid loss or overload.	
Explain procedure to identified patient and family.	Use teaching/learning skills. Use regulatory signs.	Appreciate difficulty of successful I & O measurement without patient and family cooperation.
Measure all orally ingested fluids.	Know measurement procedure for ingested fluids. Review metric and household measurements.	Appreciate need for accuracy when measuring I & O.
Measure all IV fluid intakes.		
Record oral and IV fluid intakes.	Know hospital system for recording character, amount and time of intake and output.	
Measure and record all urine, diarrhea, drainage or vomit.	Know measurement procedure for character, amount and time of output.	

Task #95 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Weigh diapers for infant urine and diarrhea or sheets for profuse perspiration.	Know procedures for difficult to measure but significant output.	Respect that even a small quantity of fluid can make a significant difference in an infant's health.
Total daily I & O and report significant findings.	Analyze what deviations in I & O warrant immediate reporting and treatment.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Fluid Balance
TASK #96: Collect routine urine or stool specimen.
COMPETENCY: Collect routine urine or stool specimen using aseptic technique.
CRITERION: Collected correctly labeled specimen of sufficient quantity in approved container using aseptic technique.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Understand diagnostic value of urinalysis and stool specimen. Know anatomy and physiology related to urination and defecation.	
Obtain equipment and supplies.	Know equipment and supplies necessary for collection.	
Explain procedure to identified patient using terminology appropriate to level of understanding.	Use teaching/learning skills.	Accept need to use terminology patient understands.
Provide U-bag, urinal, bedpan or specimen bottle.		
Provide privacy during urination or defecation.	Evaluate patient's need for assistance in collecting specimen based on health and comprehension level.	Be sensitive to patient's need for privacy and possible resistance to accepting assistance.
Transfer specimen to correct container using aseptic technique.	Review importance of aseptic technique.	
Secure and label laboratory requisition.	Know hospital requisition system.	
Record successful collection.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Fluid Balance
TASK #97: Collect a clean-catch urine specimen.
COMPETENCY: Collect a clean-catch urine specimen using aseptic technique.
CRITERION: Collected a correctly labeled clean-catch urine specimen of sufficient quantity using aseptic technique.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Understand specimen value in culture and sensitivity tests.	
Obtain sterile containers and cleansing supplies.	Implement aseptic technique. Understand cleansing technique.	
Explain procedure to identified patient teaching method of cleansing genitals and manner of voiding.	Use teaching/learning skills. Use terminology familiar to patient. Evaluate patient need for assistance based on health and comprehension level.	Value patient's need to comprehend their role in collecting specimen. Appreciate cost factor of incorrectly collected specimen.
Provide for privacy.		Be sensitive to patient's need for privacy.
Label and send specimen with correct requisition to laboratory.	Know hospital requisition system.	
Record successful collection.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Patient Placement
TASK #98: Admit patient.
COMPETENCY: Implement procedures for admission of patient.
CRITERION: Efficiently implemented procedures for admission of patient.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Prepare patient room by opening and adjusting bed and checking lighting and temperature.	Recall importance of aesthetic environment on the mood and attitude of patient.	Appreciate significance of first impressions on mental attitude.
Assemble admission supplies and equipment.	Plan for needed items to save nursing steps.	
Identify and greet patient; orient patient to environment and staff.	Use communication skills. Know hospital policy for positively identifying patient.	Remember patient anxieties in new environment and personalize situation by identifying personnel in friendly, reassuring manner.
Take action to meet immediate physical and/or emotional needs.	Use nursing assessment process.	Be sensitive to the exhaustion new surroundings may create for ill patient.
Obtain admission information required by hospital policy.	Know hospital procedure for obtaining height, weight, vital signs and urine specimen. Know hospital procedure for caring for and listing patient's personal possessions and safeguarding valuables. Use interview skills to obtain admission information.	Use these interactions to establish rapport with patient.
Observe patient's physical and emotional condition while completing	Check for objective signs relevant to patient diagnosis or indicating	Value that the nurse is responsible for patient's total health care.

Task #98 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
admission procedures.	another abnormal condition.	
Complete nursing history, asking about medications, allergies, personal habits and particular needs of patient.	Use interviewing skills.	
Explain hospital schedules and policies for meals, visitors, laboratory work, T.V. and phone.		Appreciate confusion patient may feel in new environment.
Provide for patient comfort and safety.	Recall body alignment principles and safety measures for patient.	
Complete required admission chart work.	Know hospital policy for admission form and charting.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Patient Placement
TASK #99: Discharge patient.
COMPETENCY: Implement discharge procedure and discharge planning.
CRITERION: Efficiently implemented discharge procedure and instructed patient concerning his care after discharge.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's discharge orders.	Interpret physician's orders using knowledge of patient's diagnosis and condition.	
Check physician's orders for: ·Special equipment or medications to be taken home with patient. ·Special instructions to patient such as activity or diet limitations. ·Follow-up appointments that need to be made for patient.	Know hospital policy for take-home items, or for ordering such items. Analyze reasoning behind special instructions. Know hospital procedure for making outpatient appointments.	
Identify patient and explain discharge instructions to patient or, if appropriate, to family member.	Use teaching/learning skills.	Value nursing responsibility to send patient home adequately instructed and equipped.
Ascertain patient and/or family comprehends and can implement discharge instructions.	Use evaluating skills.	
Explain discharge procedure to patient and/or family.	Know hospital discharge procedure.	Remain sensitive to range of possible feelings about discharge.
Direct family to business office, or accompany patient if he is alone.	Know hospital discharge policy for bills and insurance information.	

Task # 99 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Collect patient's belongings and help patient to dress, if appropriate.		Conserve patient's energy.
Transport patient to discharge area.	Use mode of transportation prescribed by hospital policy.	Consider the nurse responsible for patient safety throughout discharge procedure.
Chart discharge information.	Know hospital policy for discharge forms.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Patient Placement
TASK #100: Transfer patient.
COMPETENCY: Transfer patient using correct transport method.
CRITERION: Utilized correct transport method to transfer patient safely and comfortably.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify transfer request.		
Assess patient's physical and mental condition.		Recognize news of transfer may make patient feel apprehensive, reluctant or rejected.
Explain transfer procedure to patient.		Allay patient concerns as appropriate.
Determine and obtain mechanical aid needed.	Review physician's orders concerning ambulation.	
Assist patient from bed or chair to selected mechanical aid, or obtain additional help if needed.	Use proper body mechanics. Review safety precautions. Know procedure for: assisting patient to use walker or crutches, transferring into wheelchair with or without lifter, transferring patient onto stretcher.	Accept personal strength limitations.
Collect patient's personal items completely and carefully.		
Transport patient and personal items to designated location.		
Introduce patient to personnel.		Ease transition to new environment.

Task #100 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide for patient comfort.		
Document transfer.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Patient Placement
TASK #101: Implement postmortem care.
COMPETENCY: Care for the body after death.
CRITERION: Prepared body for transfer and accounted for patient's personal possessions.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Gather necessary equipment.	Know equipment needed for cleansing and transferring body.	Recognize personal feelings about care of the dead body.
Provide privacy and handle body gently.		Respect dignity of patient even after death.
Use aseptic technique to remove medical equipment and clothing and change dressings, if needed.	Recall aseptic techniques. Recall physiologic changes that occur after death.	Respect minimizing infection spread.
Cleanse body, especially body orifices.	Recall physiologic changes that occur after death.	
Straighten body, close eyes and mouth and groom hair.		
Remove and secure all personal possessions.	Dispose of possessions according to hospital policy.	
Gown body for period of time it will be viewed.		Respect patient dignity.
Permit family to view body, unless otherwise ordered by physician.	Know hospital policy towards viewing of body. Review the psychological needs of the grief process.	Appreciate needs of the grief process.

Task #101 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Attach identification tags at appropriate locations.	Know hospital policy towards identification tag placement.	Appreciate importance of accurately identifying body.
Wrap body in identified shroud according to hospital policy.	Know hospital policy for wrapping body.	
Transfer body to indicated location safely and discreetly.		
Complete documentation of death.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #102: Perform surgical hand-washing scrub.
COMPETENCY: Perform surgical hand-washing scrub following principles of surgical asepsis.
CRITERION: Performed surgical hand-washing scrub following principles of surgical asepsis.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Prepare for scrub by keeping fingernails trimmed and removing all jewelry.	Apply principles of surgical aseptic technique.	
Begin scrub at fingernails; move methodically to every surface of fingers and hand, brushing with antiseptic agent and water for amount of time prescribed by hospital policy.	Recall that skin cannot be sterilized, but microorganisms can be minimized by thorough scrubbing. Define properties of antiseptic agent used by hospital.	Appreciate nursing responsibility to scrub conscientiously.
Continue scrubbing wrists, arms and elbows, covering all surfaces for amount of time prescribed by hospital policy.		
Rinse scrubbed area from hands to elbows.		
Hold hands uppermost.		
Dry area thoroughly using one half of sterile towel, proceeding from hand to elbow. Use remaining dry half of towel for other hand to elbow.	Recall remaining moisture might cause contamination.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #103: Dress for a surgical case.
COMPETENCY: Put on mask and cap, scrub hands and put on sterile gown and gloves following principles of surgical asepsis.
CRITERION: Put on mask and cap, scrubbed hands and put on sterile gown and gloves following principles of surgical asepsis.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Recall germ theory. Know principles behind surgical aseptic technique. Remember what constitutes sterile field.	Appreciate importance of scrupulous attention to the details of surgical aseptic technique.
		Comply faithfully with surgical aseptic technique to promote well-being of patient.
Put cap and mask on, covering hair, mouth and nose completely.	Minimize microorganism spread.	
Scrub hands and arms thoroughly from nails to elbow for prescribed time limit, in fashion prescribed by hospital policy.		
Dry hands and arms using sterile towel properly.	Recall remaining moisture might cause contamination.	
Pick up gown at proper unsterile area and put it on following hospital policy and without touching gown's sterile side.		

Task #103 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Put on sterile gloves following hospital policy and without touching glove's sterile side.	Be able to implement both open and closed method of putting on sterile gloves.	
Evaluate constantly for breaks in surgical aseptic technique.	Review what is considered sterile and nonsterile.	Admit breaks in surgical aseptic technique rather than risk patient well-being.
Keep hands above waist and body in proper position to maintain sterile field.	Know what to face and how to move about in sterile field without contaminating it.	
Arrange to have mask changed if it becomes damp.	Minimize microorganism spread.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #104: Open a sterile pack and pour sterile solution.
COMPETENCY: Open a sterile pack and pour sterile solution while maintaining surgical aseptic technique.
CRITERION: Opened a sterile pack and poured sterile solution while maintaining surgical aseptic technique.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Check pack and solution for expiration dates, proof of sterility, integrity of container or wrapper.	Review principles of surgical aseptic technique.	Appreciate importance of surgical asepsis.
Wash hands thoroughly.		
Open pack maintaining sterile field within it.	Comprehend what constitutes sterile field.	
Remove bottle cap correctly.		
Pour small amount into waste container.		
Pour designated amount of solution into sterile basin, spilling or dripping nothing, without touching basin.	Remember that moisture breeds contamination.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #105: Handle sterile instruments.
COMPETENCY: Handle sterile instruments without contamination.
CRITERION: Transferred sterile instruments to sterile field without contamination.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish sterile field.	Know what constitutes sterile field. Review principles of surgical aseptic technique.	Appreciate importance of surgical aseptic technique.
Transfer instruments onto sterile field by: ·Opening package and dropping directly onto field. ·Using sterile forceps. ·Using sterile gloves.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #106: Prepare sterile set up for surgical procedure.
COMPETENCY: Maintain sterile technique while setting up equipment for a surgical procedure.
CRITERION: Maintained sterile technique while setting up equipment for a surgical procedure.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify surgical procedure from physician order or hospital schedule.	Interpret order or procedure title on hospital schedule.	Appreciate risk involved in interpreting order or schedule.
Secure necessary set ups, trays and instruments for procedure from storage areas.	Know equipment requirements of operative procedures. Identify name and purpose of basic surgical instruments.	Keep equipment organized and tidy to save nursing time.
Apply mask and cap; scrub hands.		
Place equipment in OR, ER or DR suite.		
Open equipment packs and wrappers to sterile environment.	Utilize surgical sterile technique to open sterile packages.	
Perform surgical scrub and apply sterile gown and gloves.		
Place sterile equipment in organized and convenient arrangement.	Comprehend surgical procedure. Anticipate needs for physician and scrub nurse. Maintain requirements of surgical asepsis.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #107: Assist physician with surgical procedures.
COMPETENCY: Assist physician with surgical procedures.
CRITERION: Maintained surgical asepsis while anticipating the needs of the physician during surgery.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify surgical procedure and relevant information about identified patient.	Know surgical procedure. Review patient chart to ascertain any condition physician needs to know of prior to surgery.	Respect legal involvement in surgical procedure.
Prepare OR by assembling supplies in most convenient manner depending on procedure to be performed.	Anticipate scrub nurse's as well as physician's needs during procedure.	Appreciate teamwork.
Establish sterile field.	Review procedures for surgical scrub, gowning and gloving and assisting physician to gown and glove. Recall principles of surgical asepsis.	Respect need for sterile field.
Assist physician during procedure by supplying instruments, sutures and equipment quickly and correctly, anticipating his needs and maintaining sterile technique.		Value importance of maintaining courtesy in a tense atmosphere.
Clean, account for and return supplies to appropriate area.	Know location of supplies and hospital central supply system.	
Place specimens in containers, label and arrange transportation to pathology.	Know hospital procedure for specimen collection.	

Task #107 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Record details of surgical procedure.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #108: Implement skin preparation for surgery.
COMPETENCY: Cleanse and shave designated skin site in preparation for surgery.
CRITERION: Cleansed and shaved designated skin site in preparation for surgery.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's orders.		
Check hospital procedure manual for instructions on extent of area to prepare according to anticipated surgery such as appendectomy or vaginal delivery.	Understand anticipated surgery and intended surgical site. Review anatomy of site.	Be aware of changing philosophy regarding the need for prep for some procedures such as vaginal delivery.
Identify patient and explain procedure to him.	Recall importance of positive identification. Use teaching/learning skills to ensure patient comprehension of procedure.	Appreciate patient apprehensions regarding surgery.
Assemble needed material.	Know materials required for cleansing and shaving skin.	
Note skin condition and report signs of infection.	Review signs and symptoms of infection and inflammation.	
Shave hair from skin taking care to avoid nicking skin.	Recall importance of maintaining integrity of skin prior to surgery.	
Cleanse skin with prescribed detergent paying special attention to body folds and crevices.	Recall rationale for minimizing microorganisms present in skin.	
Rinse lather from skin and pat dry.	Avoid irritation to area.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #109: Perform surgical scrub to operative site.
COMPETENCY: Implement surgical scrub procedure for preparation of operative site.
CRITERION: Maintained surgical asepsis while implementing surgical scrub procedure for preparation of operative site.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Don mask and cap.		
Organize **material**.		
Create sterile field, pour sterile solutions.	Review principles and practices of surgical aseptic technique.	Appreciate importance of thorough and consistent adherence to surgical aseptic technique.
Scrub hands and put on sterile gown and gloves following surgical aseptic procedures.		
Drape operative site correctly.	Identify surgical site.	
Apply prescribed antiseptic to operative site.		
Scrub site for prescribed length of time, applying friction.		
Dispose of, clean or sterilize used equipment following surgical aseptic principles.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #110: Implement preoperative care.
COMPETENCY: Implement preoperative teaching and perform physical preparation of the patient for surgery.
CRITERION: Instructed patient in preoperative, operative and postoperative procedures and prepared patient physically and psychologically for surgery.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Preoperative Care		
Review physician's orders and patient's chart.	Comprehend planned surgical procedure, its preoperative requirements and anticipated postoperative course.	
Discuss surgery with identified patient and observe and report mental and emotional state.	Review common psychological reactions to surgery such as fear of altered body image, threat to integrity. Know hospital and community religious resources, if appropriate.	Respect patient anxieties and reassure as appropriate. Appreciate legal implications for positively identifying surgical patient.
Teach patient circumstances to expect preoperatively and postoperatively.	Use teaching/learning skills to ensure patient understanding.	Respect that thorough psychological preparation is related to successful recovery.
Teach patient skills of turning, deep breathing and coughing, exercising and ambulating.		
Assist patient as needed with complete bath.		
Explain and implement NPO restriction.	Use regulatory signs.	

Task #110 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement surgical prep, enema and catheterization as prescribed.	Know how to implement presurgical procedures.	
Morning of Surgery		
Take vital signs.	Know normal values of vital signs.	
Remove prosthetic devices such as contact lenses or dentures and jewelry and store safely.	Know hospital policy for safeguarding personal possessions.	Recall nursing responsibility to safeguard patient's possessions.
Dress patient in gown and cap.		
Instruct patient to empty bladder.		
Administer preoperative medication at appropriate time.	Know pharmacology of prescribed medication and safety precautions that accompany medicating such as raising side rails.	Appreciate patient anxieties at loss of control and impending surgery.
Check chart for all needed preoperative forms and test results.	Recall importance of documentation of procedures, results and consents.	
Transport identified patient and chart to operating room.	Use safety precautions when moving patient to and on stretcher.	Appreciate importance of double checking identification of a surgical patient.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: **Surgical Care**
TASK #111: Implement intraoperative care.
COMPETENCY: Maintain safety of patient from admission to operating room until transfer to recovery room.
CRITERION: Maintained safety of patient from admission to operating room until transfer to recovery room.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Admit patient to operating room (OR).	Follow hospital policy for admission to OR including identifying and greeting patient, checking consent forms, reviewing chart and supporting patient emotionally.	Respect legal implications of using positive identification process.
Transfer patient to OR table.	Review principles of proper body alignment.	
Check safety of all equipment used.		
Assist and observe patient during induction of anesthesia.	Know basic anesthetic techniques and agents and the stages of anesthesia. Review symptoms of anoxia and possible reactions to anesthesia.	Appreciate importance of teamwork to success of surgical procedures.
Reposition patient.	Know position indicated by surgical procedure.	
Protect patient from harm while under anesthesia.	Recall safety considerations during surgery such as constant observation, accounting for all equipment used (sponge count, etc.), insuring maintenance of sterile technique and supervising auxiliary personnel.	
Protect patient's rights and dignity while under anesthesia.	Review ethical codes of nursing.	Appreciate role as patient advocate.

Task # 111 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Record surgical procedure.	Know hospital recording system for sponge and equipment count, patient condition and personnel assisting with surgery.	
Transfer patient, equipment connected to patient and records to recovery room and report to recovery room nurse.		Value responsibility to patient until he is in the charge of recovery room nurse.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #112: Care for the postoperative patient.
COMPETENCY: Implement postoperative care to maintain patient's condition after surgery.
CRITERION: Maintained patient's condition at optimal level after surgery and observed and documented changes in patient condition.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Learn where equipment and supplies are located in recovery room, such as oxygen, suction, cardiac monitor.	Know recovery room equipment and its uses.	Appreciate the critical nature of patient's condition immediately postoperatively.
Use aseptic technique when caring for patient.	Review principles of aseptic technique.	
Identify patient when he arrives from operating room and review patient's chart and postoperative orders.	Know positive identification process. Understand patient diagnosis, operative procedure and expected postoperative course.	Respect legal implications of positive identification.
Evaluate patient's condition at very frequent intervals.	Review most common postoperative complications, their signs, symptoms, prevention and nursing care.	
Orient patient gently and quietly as appropriate.	Tend to basic psychological needs of patient.	Appreciate patient's fear, pain and confusion.
Position patient in good body alignment and turn regularly if indicated.	Recall principles of correct body alignment and possible circulatory or neurological damage that can result from poor alignment.	
Observe for signs of hypoxia, respiratory obstruction, shock or hemorrhage	Know how to implement procedures for reversing hypoxia, respiratory	Appreciate importance of vigilance.

Task #112 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
and implement corrective procedures if needed.	obstruction, shock or hemorrhage. Review signs and symptoms of these complications.	
Observe that all drains, tubes and IVs are functioning properly.	Review proper functioning of drains, tubes and IVs.	
Observe and record intake and output.	Review importance of proper fluid balance.	
Remove airway when patient begins to reject it.	Know technique to remove airway.	
Encourage patient to move feet and legs and to cough and deep breathe.	Promote circulatory and respiratory function.	
Turn patient's head or suction if patient begins to vomit.	Review importance of preventing aspiration.	Be sensitive to discomfort of patient.
Record patient data and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #113: Teach postoperative procedures.
COMPETENCY: Instruct patient in postoperative procedures which enhance patient's recovery from surgery.
CRITERION: Implemented teaching related to postoperative procedures and preoperative teaching.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Supervise and assist patient in carrying out procedures learned preoperatively.	Review patient's chart to learn operative teaching.	
Explain any procedures and devices not anticipated and explained preoperatively.	Know patient procedures and devices and use teaching/learning skills to educate patient.	Value importance of increased understanding and decreased anxiety to successful postoperative recovery.
Explain dietary modifications.	Understand rationale for dietary modifications and restrictions.	
Supervise postoperative respiratory hygiene.	Review methods of ensuring respiratory hygiene.	
Support patient psychologically as he adjusts from operation.	Comprehend effect operation may have on patient's future. Comprehend pain and apprehension patient may feel when attempting tasks for first time such as walking, bathing.	Be sensitive to patient feelings during recovery period.
Begin discharge planning and instruction.	Assess projected discharge needs and begin teaching patient proper skills and information.	Appreciate that effective discharge teaching begins long before actual discharge.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Surgical Care
TASK #114: Remove sutures.
COMPETENCY: Remove sutures using aseptic technique.
CRITERION: Removed sutures while maintaining aseptic technique.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify medical order.	Review patient's diagnosis and condition.	
Assemble equipment.		Organize work to minimize patient discomfort.
Explain procedure to patient.		Be sensitive to apprehensions of patient; reassure as is appropriate.
Position bed and patient properly.	Maintain good body alignment for patient and nurse.	
Set up sterile work area.	Recall technique of creating sterile field.	
Cleanse area as prescribed.		
Assess condition of incision and healing process.	List characteristics of healthy and unhealthly healing process.	
Remove each suture separately, keeping count of number, using technique for removal of interrupted or continuous sutures, as appropriate.	Learn techniques of suture removal.	
Cleanse area again, if prescribed.		

Task #114 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Apply dressing, if prescribed.		
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Medication
TASK #115: Prepare and administer medication.
COMPETENCY: Prepare and administer oral, subcutaneous, intramuscular, intravenous and topical medication as prescribed.
CRITERION: Accurately prepared, safely administered and accurately recorded administration of prescribed, oral, subcutaneous, intramuscular, intravenous and topical medication.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify that medication has been correctly prescribed and transcribed.	Review action of medication and its appropriateness for patient. Know medication action, average dose, route of administration, usual times of administration, contraindications and site effects. Recall nursing responsibility and liability in administering therapeutic medication.	Respect professional responsibility to understand reasons for and effects of prescribed medication.
Ascertain multiple medications can be safely administered at the same time.	Know possible non-therapeutic medication interactions.	Advocate patient safety and welfare.
Ascertain if patient is able to receive medication.	Assess factors affecting drug action to insure medication can be utilized as anticipated.	
Prepare medication for administration.	Identify proper medicine and calculate and dispense accurate dose using medical aseptic techniques.	
Identify proper patient.	Comprehend legal liability in medication administration.	Respect legal aspects of patient identification.
Inform patient regarding medication to be administered.	Understand that informed patient helps the therapeutic process.	Build a trusting relationship. Respect patient concern. Prevent distortion of facts.

Task #115 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Administer medication using prescribed route.	Master technical efficiency in steps taken for oral, subcutaneous, intramuscular, intravenous and topical administration.	Allay patient apprehension with efficient care.
Communicate medication administration and its effects.	Evaluate, record and/or report information according to hospital policy.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Medication
TASK #116: Observe and communicate the effects of medication.
COMPETENCY: Observe and communicate therapeutic or deleterious effects of medication.
CRITERION: Assessed medication effects on patient and thoroughly recorded and communicated pertinent information.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Review medication information.	Know specific medication action, its goal, its possible side effects and rapidity of action.	
Observe physical and emotional condition of patient following administration.	Use observation skills. Know signs for allergic reaction. Know normal range of vital signs and social behavior of patient.	Appreciate patient's dependence on nurse's knowledge.
Pursue subjective information from patient in evaluation of medication effects.	Interpret information.	Respect patient as a participant in his own health care.
Report and record therapeutic and deleterious effects.	Know hospital recording system and lines of communication among personnel.	
In case of untoward or allergic reaction, discontinue medication until physician is consulted.	Understand legal liability.	Accept responsibility for own action.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Medication
TASK #117: Implement care of equipment and supplies used in administering medications.
COMPETENCY: Implement care of equipment and supplies before, during and after administration of medications.
CRITERION: Cared for equipment and supplies using proper handling, cleaning and storing procedures.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Label and store equipment and supplies in a logical, safe and convenient manner.	Apply procedure used for ordering.	Adhere to established procedures to prevent errors and abuse.
Order and replenish supplies.	Inventory supplies needed.	Respect laws, regulations and procedures.
Insure proper functioning of equipment by periodic checks.	Understand proper functioning of equipment.	
Use medical and surgical asepsis appropriately.	Know medical and surgical aseptic techniques. Demonstrate ability to use sterilizer.	
Dispose of unuseable, unsafe or expired supplies properly.	Review characteristics of supplies and their required environments. Review hospital procedure for disposing of supplies.	Appreciate economic and safety factors of equipment and supply use.

CURRICULUM: Associated Degree Nursing
SUBJECT AREA: Medication
TASK #118: Teach self-administration of medication.
COMPETENCY: Teach techniques of self-administration of medication.
CRITERION: Communicated appropriate medication information, instructed administration technique and determined all information had been learned.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess individual patient learning needs and ability.	Assess teaching needs. Communicate with patient at patient's level.	Appreciate individually planned teaching for specific needs. Respect individual differences such as age, culture, socio-economic factors, stress, psychological, mental and physical condition and health status.
Relay information about medication prescribed.	List desired actions, possible effects, dosage. site selection, allergic reactions, contraindications and implications for lifestyle of medication prescribed.	
Demonstrate technique of administration, including asepsis if applicable, and proper disposal of used equipment or unused medication.	Use methods of presenting information for learning such as A-V materials, demonstration and return, group teaching, question/answer, written materials.	Acknowledge patient's difficulty accepting self-care situation such as self-injecting.
Require return demonstration and evaluate each time until skill is acquired.	Understand theories of learning such as short, content-limited teaching sessions, repetition, questions, practice sessions.	
Teach family members, if appropriate, using same teaching/learning methods.		

Task # 118 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Teach care and storage of equipment and medication.		
Evaluate patient understanding of all points.		

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Medication
TASK #119: Administer medication to children.
COMPETENCY: Adapt medication administration to the needs of children.
CRITERION: Effectively adapted medication administration to the needs of children.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Analyze medication order in terms of particular child.	Review adjusting dose based on child's weight or body surface area rather than age. Review side effects of medication with awareness that effects are sometimes different upon a child than upon adult. Know pediatric drug forms such as syrups, elixirs and suspensions and how to calculate dose.	Respect that a tiny miscalculation can have a tremendous effect upon a child.
Select proper site for intramuscular injection.	Know proper sites and needle size for various age children. Assess growth and development of child and obtain assistance holding child if cooperation and self-control cannot be expected.	
Administer oral medication in manner appropriate to child's age.	Review age at which child can take tablets. Ascertain tablet has been swallowed. Review techniques for eliciting cooperation from children. Recall time after which child may regurgitate and still be considered to have received medication.	Avoid forcefully giving medications. Accept need to be creative to get child to take medication.
Secure IV and provide close surveillance to ensure child remains controlled during IV administration.	Review IV site selection and methods and equipment used for securing IV. Provide distractions and attention.	Appreciate that putting in new IV will be more traumatic for child and will use up good sites. Avoid

Task # 119 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	sufficient to keep child controlled so IV will not infiltrate.	restraints if at all possible.
Utilize time giving medication to educate parents about potential dangers of medication.	Review poison prevention facts. Correct parental remarks that might encourage ingestion such as comparing medication taste to candy or giving medication mixed with sweets.	Appreciate preventative aspects when providing nursing care.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #120: Assist the physician in performing a diagnostic procedure or therapeutic procedure.
COMPETENCY: Assist the physician when he performs a diagnostic or therapeutic procedure.
CRITERION: Efficiently prepared the patient and accurately provided the physician with required assistance and supplies when he performed a diagnostic or therapeutic procedure.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify the diagnostic or therapeutic procedure.	Review knowledge of patient's presenting condition in order to identify reason for procedure.	Appreciate importance of performing procedures efficiently and quickly.
Organize required equipment and supplies.	Know equipment and supplies required for procedure.	
Prepare identified patient for the procedure.	Use teaching/learning skills to explain procedure to patient. Recall proper body alignment when positioning patient for procedure.	Value patient comfort, safety and cooperation.
Open equipment and supplies as needed.	Review medical and surgical aseptic technique.	Value economic factor and prepare only what is needed.
Hand equipment and/or supplies to physician as needed.	Anticipate physician's needs to streamline procedure.	
Hold patient, if needed, and provide emotional support to patients.	Use communication skills to reassure and comfort patient as is appropriate during difficult or painful procedures.	Accept that patient may need restraint due to inability to control himself.
Clean or dispose of equipment and supplies properly after procedure.	Know correct method of disposing, cleaning or sterilizing equipment and supplies.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #121: Apply hot or cold treatments.
COMPETENCY: Apply hot or cold treatments accurately and safely.
CRITERION: Accurately and safely applied hot or cold treatments in prescribed manner.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Analyze physician's order.	Understand diagnosis, condition and reason for hot or cold treatment.	
Verify treatment type, equipment, site, duration and frequency.	Review types of hot and cold treatments, such as wet or dry, and variety of equipment available for implementing treatment.	
Assemble necessary equipment.		
Explain treatment to identified patient.	Use teaching-learning skills. Comprehend effects of heat or cold and explain value of treatment to patient.	Appreciate patient's level of understanding in explaining treatment.
Observe condition of site for application.	Assess site to provide a baseline for judgment regarding treatment.	
Observe safety precautions related to treatment method.	Recall precautions to prevent burns or electric shocks, and which patients are at greatest risk for injury.	Respect need for safety precautions.
Apply prescribed equipment and implement treatment.	Know application technique of equipment.	Appreciate individual tolerances for heat and cold.
Time procedure.		

Task #121 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Check patient during and after treatment to assess discomfort, safety and effectiveness.	Review problems associated with prolonged or improper application of heat or cold.	Value nursing responsibility for accurate assessment.
Record treatment and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #122: Instill a solution into natural and/or artificial openings.
COMPETENCY: Instill a solution into natural and/or artificial openings using surgical aseptic technique.
CRITERION: Instilled correct amount and type of solution into designated opening or designated indwelling catheter or tube for specified amount of time.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Review patient diagnosis, condition and rationale for procedure.	
Prepare equipment and prescribed instillation solution using surgical aseptic technique.	Know pharmacology of prescribed solution. List equipment needed for particular instillation required. Review surgical aseptic technique.	
Explain procedure to identified patient and position patient.	Utilize body alignment principles.	Be sensitive to patient apprehensions and reassure patient appropriately.
Pour prescribed amount of solution into syringe or sterile container.		
Insert solution, using appropriate equipment, into designated orifice, opening, catheter or tube.	Review anatomy and physiology of affected area.	
Allow solution to flow by gravity or gentle pressure, as appropriate.	Practice instillation techniques.	Appreciate that efficient care minimizes patient discomfort.
Use proper technique for keeping solution in opening or catheter for prescribed length of time, if appropriate.	Practice instillation techniques.	

Task # 122 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Observe patient throughout procedure.	Assess which physical and emotional reactions are appropriate to procedure.	
Redress wound, if applicable, and make patient comfortable.		
Report and record procedure and observations.	Know hospital reporting and recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #123: Perform eye and ear irrigations.
COMPETENCY: Irrigate eye and ear with prescribed solution using aseptic technique.
CRITERION: Irrigated eye and ear with prescribed solutions using aseptic technique.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review anatomy and physiology of eye and ear.	
Verify physician's order.	Comprehend rationale for prescribed irrigation. List dosage, effects, side effects and contraindications for prescribed irrigation.	
Identify patient and explain procedure.		Enlist patient cooperation by providing appropriate information.
Assemble equipment such as syringe, irrigator, basin, towels, and prepare solution using aseptic technique.	Recall communicable diseases of eye and ear. Recall need for aseptic technique.	
Position patient comfortably and safely. Protect clothing and environment by appropriate draping.		
For eye irrigation, flush solution into inner canthus of eye while gently separating eyelids with fingers.	Learn technique and equipment for eye irrigations.	Appreciate difficulty holding still for this procedure.
Interrupt periodically to let patient close eyes.		

Task #123 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
For ear irrigation, straighten auditory canal, tilt head towards basin held under ear, insert irrigator tip and irrigate.	Learn technique and equipment for ear irrigations.	
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #124: Perform wound suctioning and irrigation.
COMPETENCY: Perform wound suctioning and irrigation using aseptic technique.
CRITERION: Used principles of medical and surgical aseptic technique to perform wound suctioning and irrigation.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Comprehend patient diagnosis and condition and rationale for wound care.	
Assemble equipment.		
Explain procedure to identified patient.	Use teaching/learning skills.	Appreciate value of patient education and cooperation.
Prepare patient by removing dressing and exposing wound area.	Use medical aseptic technique to remove and dispose of dressing. Use observation skills to assess condition of wound.	
Suction matter from wound if appropriate.	Review use of suction equipment following surgical aseptic technique.	
Position **patient** as wound location permits to allow for irrigative drainage and protect area about patient.		
Use surgical aseptic technique to set up irrigation equipment and solution.	Review surgical aseptic technique for opening packs and pouring. Know pharmacology of solution prescribed.	
Fill irrigating syringe and inject solution into wounds.	Know wound pathology and amount of pressure appropriate.	Appreciate patient discomfort.

Task #124 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Dry wound and apply sterile dressing.	Review procedure for applying sterile dressing.	
Record procedure and observations.	Know hospital recording system.	Appreciate diagnostic value of observations.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #125: Care for patient drains and tubes.
COMPETENCY: Implement aseptic care for patient drains and tubes.
CRITERION: Implemented medical or surgical aseptic care for drains and tubes and assessed characteristics of drainage.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine physician's orders or hospital policy for care of drains and tubes.	Know types and functions of various drains and tubes.	
Evaluate need for and implement medical or surgical aseptic technique.	Review principles of medical and surgical asepsis and determine appropriate technique in terms of patient diagnosis and wound site.	Respect need to minimize infection spread.
Inspect drains and tubes for integrity, patency, function and flow.		
Inspect insertion site for signs of irritation or infection and institute treatment if needed.	Recall need for preventative surveillance of stressed area. Understand prescribed treatment.	
Observe drainage for color, consistency, odor and quantity.	Review expected characteristics of drainage and possible causes of deviations in character.	Work through personal reactions to sight of drainage.
Empty drainage periodically.	Know procedure for emptying drainage safely and with minimal discomfort to patient.	
Explain use of drains and tubes to patient.	Use teaching/learning skills to instruct patient in use of drains and tubes as part of his therapy.	Be sensitive to patient's feelings of apprehension, embarrassment and altered body image.

Task #125 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Record observations about drains, tubes and drainage.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #126: Apply a binder or ace bandage.
COMPETENCY: Apply prescribed binder or ace bandage correctly.
CRITERION: Applied prescribed binder or ace bandage to indicated body area allowing for no respiratory or circulatory impairment.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's orders.	Interpret physician's orders.	Appreciate risks involved in interpreting orders.
Assemble or order supplies, taking body measurements if needed.	Know types of binders such as breast, T or double T, scultetus or triangular, their purposes and positions on body. Know types of ace bandages such as figure-8, circular, recurrent, elastic, spiral and reverse spiral, their purposes and positions on body.	Appreciate cost factor.
Explain procedure to identified patient.	Use communication skills.	Elicit cooperation by explaining binder's or bandage's purpose. Understand patient's concerns regarding altered body image.
Cleanse and dry area to be bound or wrapped.	Maintain healing process and prevent skin breakdown.	
Pad bony prominences, body contours and areas where two skin surfaces touch.		
Position patient and apply binder or ace bandage as prescribed.	Recall body alignment and range-of-motion principles.	Respect patient's modesty and allow for privacy.

Task #126 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Recheck patient periodically for ability to move as freely as indicated and for signs and symptoms of respiratory or circulatory impairment.	Review anatomy and physiology of affected area. Review signs and symptoms of respiratory and circulatory impairment.	
Readjust as appropriate.		
Record procedure and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #127: Assist in the application of traction devices.
COMPETENCY: Assist physician to apply traction devices in accordance with principles of proper body alignment.
CRITERION: Efficiently assisted physician to apply traction devices in accordance with principles of proper body alignment.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Verify physician's order.	Read and interpret physician's order in terms of patient diagnosis and condition. Analyze expected result of traction.	Appreciate risk involved in interpreting physician's orders.
Determine what equipment will be used.	Be familiar with various traction devices and equipment required to assemble each device.	Realize organization of equipment saves time for nurse and physician.
Assemble equipment.	Know correct assembly and operation of traction equipment.	Realize only correct assembly and operation of equipment assures patient comfort and therapeutic benefit.
Explain procedure to identified patient.	Use communication and teaching/learning skills. Recall positive identification procedure.	Respect legal implications of positive identification. Appreciate patient concerns about discomfort and immobility.
Prepare skin, if appropriate.	Use aseptic technique. Recall prophylactic measures to prevent skin breakdown.	
Position or assist physician to position properly.	Review principles of proper body alignment.	Anticipate and plan for physician need so procedure will go smoothly.

Task #127 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Apply or assist physician to apply traction device.	Review principles of traction and steps necessary to apply traction.	
Check safety and integrity of traction device.	Know how knots, pulleys and weights should work and appear.	
Position patient as comfortably as possible.	Maintain proper body alignment.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #128: Maintain traction equipment.
COMPETENCY: Maintain traction equipment in safe, functional condition.
CRITERION: Accurately evaluated the condition, function and safety of traction equipment and repaired or replaced equipment as needed.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Check equipment for secure fit on bed.	Know types, parts and functions of traction equipment. Know desired effect of particular equipment being inspected.	Recognize nursing responsibility to safeguard patient from equipment failure.
Inspect ropes and tape ties for integrity.		
Check pulley wheel for free movements and ascertain that weights hang freely.	Know principles of traction and physics of leverage.	
Make repairs if appropriate or replace worn or faulty equipment.		
Disassemble traction equipment after use and clean and store properly.	Review mechanics of disassembling traction equipment together.	Respect cost of equipment and handle it carefully.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #129: Care for the patient in traction.
COMPETENCY: Maintain patient's safety, flexibility, comfort and physical well-being while patient is in traction.
CRITERION: Maintained patient's safety, flexibility, comfort and physical well-being while patient was in traction.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Evaluate traction equipment periodically to ascertain its safety and proper functioning.	Review purpose of traction and mechanism of action. Review anatomy and physiology of musculoskeletal system.	Value importance of safety in patient environment.
Maintain proper body alignment when changing position of patient.	Know positions allowed or contraindicated by type of traction.	
Encourage patient to be as independent as possible.	Use teaching/learning skills to show patient alternate ways of accomplishing tasks.	Appreciate patient's need to be independent.
Inspect condition of skin frequently and implement skin care to promote integrity of skin.	Review effects of bedrest, skin traction and immobility on skin.	Value nursing responsibility to prevent decubit.
Maintain patient's strength and flexibility with routine active and/or passive range-of-motion exercises.	Review active and passive range-of-motion exercises and their importance.	
Assess frequently for signs of osteomyelitis, if appropriate.	Review mechanism of skeletal traction and signs of osteomyelitis such as inflammation or odor.	
Inspect circulation of and sensation in extremities routinely.	Know signs and symptoms of circulatory and nerve impairment.	Appreciate potential long-term limitations from improper positioning. Appreciate legal liability.

Task #129 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement care to prevent complications of traction or immobility such as infection at pin insertion site or constipation.	Review effects of skeletal traction and immobility and nursing measures taken to prevent deleterious effects.	Value preventative aspect of nursing care.
Provide psychological support.	Assess psychological impact of prolonged immobility. Evaluate hospital and family resources for providing patient with diversional activities.	Respect emotional stress and needs of patient in traction.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #130: Care for the patient in a cast or in splints.
COMPETENCY: Provide for the needs of the patient while maintaining the safety and integrity of the casted or splinted area.
CRITERION: Effectively provided for the needs of the patient and maintained the safety and integrity of the casted or splinted area.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Maintain cast by leaving wet cast exposed to air and turning patient frequently.	Review types of casts and therapeutic uses. Recall how cast is applied.	
Assess proper positioning of splinted part.	Review types of splints and therapeutic uses. Recall how splint is applied.	
Maintain casted or splinted patient in proper body alignment.	Review body alignment principles when turning or positioning patient.	Appreciate range of discomfort patient may feel from the pain of fracture to the itching of skin in cast.
Check for circulation of and sensation in affected area and for irritation, drainage or swelling around cast or splint.	Know complications that may follow application of cast or splint.	Respect legal liability for complications.
Provide appropriate skin care and assess patient's need for help in routine hygiene care.	Prevent breakdown of area about cast or splint and of areas stressed because of bedrest and immobility. Maintain patient's hygiene needs by assisting when appropriate.	

Task #130 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement nursing measures to prevent complications of immobility such as decreased flexibility, constipation.	Review technique of active and passive range-of-motion exercises. Review effects of immobility and nursing measures appropriate to prevent deleterious effects.	
Provide for patient's psychological needs.	Assess patient's emotional and diversional needs.	Appreciate stress of immobility.
Encourage patient to be as independent as possible.	Use teaching/learning skills to show patient alternate ways of accomplishing tasks.	Appreciate patient's need to be as independent as possible.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #131: Prepare the patient and the treatment room for convulsive electroshock therapy.
COMPETENCY: Educate and physically prepare the patient and set up the treatment room for convulsive electroshock therapy.
CRITERION: Sufficiently educated and physically prepared the patient and properly set up treatment room for convulsive electroshock therapy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Explain electroshock therapy (EST) to patient.	Comprehend uses of EST and theories for its therapeutic mechanism. Use teaching/learning skills.	Explore personal anxieties pertaining to use of EST so as not to communicate these feelings to the patient.
Answer patient questions and concerns honestly and clearly and allow expressions of fears, apprehensions.	Understand common patient fears, apprehensions and confusion about EST.	Convey support and understanding; reassure patient as appropriate.
Obtain prescribed laboratory work or tests.	Review reason for tests and normal values for prescribed lab tests.	
Maintain NPO status for patient after midnight.	Recall use of regulatory signs. Review reason for NPO status.	
Remove any metal object such as bobby pins from patient and any foreign object such as dentures from mouth.	Use safety precautions to prevent unwanted conduction, burns or aspiration.	
Administer prescribed preconvulsive medications.	Know pharmacology of prescribed medications.	
Organize needed supplies and equipment in treatment room.	Know supplies needed and mechanism of equipment used.	

Task #131 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Check treatment room for suctioning equipment, oxygen, cardiac monitor, cardiac defibrillator, emergency medications and supplies.	Utilize safety precautions by assessing possible complications of EST and preparing for them.	Respect nursing responsibility to be prepared for untoward reactions.
Assure constant supervision of patient during pre-treatment period.	Recall physical and mental effects of administered medication. Comprehend therapeutic value of support to patient awaiting EST.	Respect patient dignity and privacy during compromised state induced by medication.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #132: Care for the patient recovering from convulsive electroshock therapy.
COMPETENCY: Provide physical and emotional support and a safe environment to the patient following convulsive electroshock therapy.
CRITERION: Accurately assessed and supported patient physically and emotionally and provided a safe environment to the patient following convulsive electroshock therapy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Check patient's vital signs.	Know effects and possible complications of EST and medication used with EST.	Respect the real possibility of complications and remain prepared.
Turn patient's head to side to facilitate respiration and mucus drainage.	Recall dangers of aspiration.	
Closely observe postconvulsive reactions and vital signs.	Review importance of constant surveillance of patient.	
Orient and reassure patient as he awakens.		
Assist patient as needed to bath, dress and eat.		Be sensitive to patient feelings of amnesia, confusion and lack of control.
Involve patient in program of activities for remainder of day.	Use time with patient to assess his emotional state and build relationship.	
Record recovery and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #133: Lead patients in group sessions.
COMPETENCY: Lead a small group of patients in therapeutic conversation.
CRITERION: Effectively led a small group of patients in therapeutic conversation.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide an environment that is conducive to communication.	Review environmental effects on communication. Recall importance to patient's mental stability of providing a consistent time, place and time limit on group sessions.	Assume professional attitude of positive, nonjudgmental caring.
Assist the group to establish guidelines for acceptable communication and behavior.	Review principles of effective communication and listening.	Recognize need and patient benefit in setting reasonable limits.
Guide patients in discussion of arranged or selected topics.	Select topics appropriate to group that help patients share their ideas, feelings and reactions and increase their insights and skills for dealing with life situations.	Remain unconcerned with intellectual level of discussion. Keep discussion on the topic unless digression appears useful to the group.
Provide opportunities for each patient to contribute.	Know group dynamics. Follow discussion flow carefully to ascertain that no patient who wishes to speak is being cut off or ignored.	Provide fair leadership during group sessions.
Guide discussion to maintain constructive tone.	Prevent continuation of remarks that are destructive and abusive or behavior that appears poorly controlled. Assist patients to put critical remarks in a context that will encourage self-growth and self-assessment.	Appreciate the difference between realistic criticism and hostile fault-finding.

Task #133 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Encourage periodic assessment of the group process.	Enhance potential for insights by encouraging evaluation of progress of group and patients.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #134: Provide a therapeutic environment for the mentally-ill patient.
COMPETENCY: Provide a therapeutic environment and implement prescribed pharmacological and psychological therapies for the mentally-ill patient.
CRITERION: Provided a therapeutic and safe environment and implemented prescribed pharmacological and psychological therapies for the mentally-ill patient.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	List classifications of mental illness and the etiology and characteristics of each disorder. Review terminology for the ways in which perception, thought processes, affect and behavior may be altered by mental illness.	
Provide a physical environment that is therapeutic.	Recall the therapeutic effects of a warm, clean, quiet and cheerful environment.	
Utilize communication skills to provide a psychological environment that is therapeutic.	Understand the importance of maintaining a friendly, accepting and straightforward demeanor. Understand patient's need for security and consistency in his interactions with nursing personnel.	Realize ways in which patient may view a nurse based on sex or authority, such as mother-substitute, teacher, etc.
Establish rules and behavior limits that are realistic, appropriate and consistent.	Recognize the need for order and appropriate limitations on behavior within an inpatient setting.	Differentiate between setting limits and controlling patient behavior.
Evaluate patient interactions for their diagnostic value or as an assessment of therapy.	Use communication and listening skills to assess non-verbal cues. List defense mechanisms and understand abnormal use.	Remember that defense mechanisms are also used normally, universally.

Task #134 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Utilize prescribed mode of therapy during patient interactions.	Review types of psychotherapy such as reality therapy or behavior modification therapy and the philosophy and techniques of each type. Use communication skills to follow prescribed psychotherapy.	Recognize personal feelings toward patient but maintain professional attitude toward therapeutic encounters.
Administer psychotherapeutic medications as prescribed.	Classify psychotherapeutic medications according to their therapeutic action and use and know the pharmacology of medications used to treat psychotic, neurotic and organic mental illness.	Appreciate need to observe for side effects when administering medication to a patient whose sense of reality is altered. Appreciate use of psychotherapeutic medications to control symptoms and enhance effectiveness of other therapies.
Utilize hospital resources to provide recreational, diversional and occupational opportunities for patient.	Know hospital resources. Understand use of such opportunities to provide basis for reality-testing, development of interpersonal skills and improved self-esteem.	
Maintain patient safety.	Review hospital procedures for securing medicine cabinet, poisonous substances and potentially harmful utensils or materials from patients. Review hospital procedures for locked patient wards. Review and adhere to smoking regulations.	Appreciate need to monitor and observe all patients carefully, frequently.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #135: Care for the patient experiencing seizures.
COMPETENCY: Provide for the safety of the patient experiencing seizures and make pertinent assessments.
CRITERION: Provided a safe patient environment before and during seizures, and made pertinent assessment of patient's condition and understanding of his condition.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know the classification of epileptic seizures and the manifestations of all types.	
Remove environmental variables which tend to stimulate senses, if appropriate.	Assess patient environment for unnecessary stimuli.	
Remove possible environmental hazards and protect patient as appropriate, e.g., football helmets for children.	Assess safety of patient environment.	Encourage patient to wear emergency identification medallion.
Implement medical orders for anticonvulsants.	Review indications for toxicity of and precautions necessary in administration of anticonvulsants.	
Teach family and/or patient value of his medication, how to take it, what factors may precipitate seizures and recognition of aura.	Use teaching/learning skills to stress importance of taking medication properly and to help patient control seizures and effects of seizures to the extent possible.	Recognize patient denial or reluctance to admit problem. Recognize need for persistence in helping patient realize need for taking medication compulsively.
Make a detailed record of seizure onset, progression and cessation, characteristics of each seizure and after-seizure behavior.	Know terminology used to describe muscle status during a seizure. Use observation skills.	Realize possible diagnostic importance of observations.

Task #135 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide for patient safety during seizure by maintaining airway, placing patient on side to drain secretions and placing padded tongue blade between teeth if possible.	Review rationale for safety measures.	
Guide patient movements during seizure but avoid restraints.	Review possible deleterious effects of restraining during seizures.	
Provide necessary hygiene and orientation after seizure.	Recall effects of seizures on urinary and gastrointestinal systems. Recall possible mental and physical effects after seizure.	Be sensitive to patient's feelings regarding possible confusion or incontinence as a result of seizure.
Provide emotional support for patient and family.	Use communication skills to assess attitudes of patient and family. Know community resources for seizure patients.	Encourage patient and family to join supportive groups or organizations, if appropriate.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #136: Monitor the patient who has sustained a head injury.
COMPETENCY: Monitor the patient who has sustained a head injury to ascertain the presence of abnormal signs and symptoms.
CRITERION: Monitored the patient who had sustained a head injury and ascertained the pres of abnormal signs and symptoms.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know anatomy and physiology of nervous system.	
Obtain information regarding the head injury.	Review location and severity of injury and length of time of any loss of consciousness, and note presenting signs such as headache, vomiting or bleeding.	Be sensitive to anxieties of patient and family regarding head trauma.
Assess diagnostic neurologic signs at frequent intervals including level of consciousness, pupil size, equality and reaction, deep tendon reflexes and plantar response and vital signs.	Review levels of consciousness classifications. Know the meaning and **implications** of abnormal levels of consciousness, pupilary reactions and changes. Review the meaning of increasing blood pressure in the face of a decreasing pulse.	Appreciate need for constant observation of patient.
Evaluate symptoms at frequent intervals, especially repeated vomiting, altered sensorium, abnormal sensation or power.	Review the meaning and implications of abnormal symptoms.	
Maintain medication for cerebral edema management at patient's bedside.	Know pharmacology of medications used in cerebral edema management.	

Task # 136 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Record data and report significant findings immediately.	Know hospital recording and reporting system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #137: Care for the patient with a central nervous system infection.
COMPETENCY: Provide supportive and therapeutic care for a patient with a central nervous system infection.
CRITERION: Provided supportive care and instituted therapeutic care promptly and efficiently for a patient with a central nervous system infection.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	List pathogens which cause central nervous system (CNS) infections in adults, children and infants. Know signs and symptoms of CNS infection in adults, children and infants.	Appreciate that the possibility of complications from CNS infections increases with delay in treatment; observe patients closely.
Institute isolation procedures immediately if patient is suspected of having CNS infection.	Know hospital isolation procedures. Review principles of medical asepsis.	
Assist the physician with diagnostic tests.	Know the equipment needed for and assistance required in performing lumbar puncture, blood culture and other blood and urine tests ordered. Know what laboratory findings indicate CNS infection.	
Secure large bore intravenous infusion, administer prescribed antibiotics immediately and continue antibiotics on schedule.	Know procedure for starting intravenous infusion. Know pharmacology of antibiotics frequently used for CNS infection management.	Appreciate the importance of beginning therapy immediately.
Monitor fever and treat it aggressively.	Review medications, sponge bath techniques and hypothermia mattresses used to combat fever.	

Task #137 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Institute strict intake and output and restrict fluids to half normal maintenance or as ordered.	Review I & O procedures and requirements. Review rationale for restricting fluids.	
Assess constantly for increased intracranial pressure.	Know level of consciousness classifications. Know implications of abnormal pupillary responses or bulging fontanel in infants. Know implications of increasing blood pressure in the face of decreasing pulse.	Appreciate importance of vigilant surveillance of patient.
Report signs of increased intracranial pressure immediately and begin management by hyperventilating patient and administering osmotic diuretics.	Know hospital reporting system. Review rationale for hyperventilating. Review techniques for hyperventilating infants and adults. Know pharmacology of and rationale for osmotic diuretics.	
Manage seizures if necessary.	Review pharmacology of seizure medications. Recall methods to protect patient while seizing. Review rationale for keeping patient quiet and unstimulated.	
Assess specific gravity of urine and urine and serum electrolytes and concentration.	Know the monitoring necessary to detect inappropriate ADH secretion.	
Measure head circumference daily in infants and maintain I & O and weights.	Evaluate patient for possible complications.	
Provide supportive nursing care to the patient and family.	Use communication skills to present a caring, attentive attitude towards family.	Appreciate anxiety of the family.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #138: Provide pulmonary hygiene.
COMPETENCY: Perform pulmonary hygiene according to patient need.
CRITERION: Positioned patient properly, cupped area properly or promoted patient coughing, according to patient need.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient need by evaluating patient condition or verifying physician's order.	Review anatomy and physiology of lungs. List optional positions for pulmonary hygiene, depending on area of lung to be drained and patient condition. Review chronic conditions which warrant routine postural drainage.	Recognize prophylactic value of pulmonary hygiene.
Explain procedure to identified patient.	Stress importance of pulmonary hygiene to overcome possible patient reluctance.	Appreciate patient reluctance to comply with procedure which may cause discomfort.
Initiate precursors to procedure, if appropriate.	Know purpose and effects of IPPB or broncodilators prescribed before therapy.	
Recall safety precautions associated with procedure such as supporting incision, timing procedure before meals or maintaining oxygen therapy during procedure.	Evaluate patient condition when implementing pulmonary hygiene schedule.	
Implement postural drainage procedure, if indicated.	Learn cupping positions and technique.	
Teach family member postural drainage procedure if long-term therapy is indicated.	Use teaching/learning skills.	Involve family in long-term therapy to increase independence and feelings of control.

Task #138 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Have patient cough effectively at regular intervals if indicated.	Support incision to minimize risk and discomfort.	
Provide mouth care.	Remember need for oral hygiene.	
Record amount and character of drainage.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #139: Suction airway to eliminate obstruction in respiratory tract.
COMPETENCY: Suction nose, mouth, pharynx and trachea to remove matter and provide patent airway.
CRITERION: Safely and correctly used appropriate suctioning equipment to remove matter and provide patent airway.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess indication for suctioning.	Review causes of airway obstruction that are applicable to patient such as interference with cough reflex, increased secretions, meconium aspiration. Know signs and symptoms of obstruction and hypoxia.	Appreciate nursing responsibility for accurate assessments.
Identify patient and explain procedure to him if appropriate.	Use positive identification process.	Appreciate patient apprehensions and reassure as appropriate.
Check integrity of equipment, select catheter size and prepare suction equipment.	Know mechanism of suction equipment and supplies needed to use it.	
Position patient.		
Wash hands; apply sterile gloves if appropriate.	Recall importance of aseptic technique when entering patient's airway.	Value infection control.
Insert suction device such as catheter or tip of bulb syringe to appropriate depth, apply appropriate amount of suction.	Know technique of suctioning nose, mouth, pharynx and trachea thoroughly and quickly. Review appropriate amount of suction for age and condition of patient and the dangers of using inappropriate amount.	Appreciate that technical efficiency reduces time of procedure and patient discomfort.

Task # 139 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Rinse catheter or bulb syringe between suctionings to clear away secretions and keep equipment patent.		
Observe patient during suctioning and during rest sessions between suctionings.	Know effects of suctioning or respiration and oxygenation and possible complications of suctioning. List signs and behaviors that indicate hypoxia or complications.	
Make patient comfortable and provide mouth care if appropriate.	Recall oral hygiene needs of patient.	
Record suctioning procedure and describe secretions and matter suctioned.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #140: Administer oxygen therapy.
COMPETENCY: Administer oxygen therapy according to patient's need or physician's order.
CRITERION: Safely utilized proper method of administering oxygen according to patient's need or physician's order.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Determine need for oxygen by assessing patient symptoms or verifying physician's order.	Review patient diagnosis and condition. List signs and symptoms of oxygen deficiency. Know expected effect of oxygen administration.	Value nursing responsibility to accurate assessment.
Select route of administration based on patient age and condition or physician's order.	Know purpose and function of administration by nasal catheter, nasal cannula, oxygen mask, croupette or intermittent positive pressure breathing (IPPB).	
Assemble equipment and check integrity of all parts.	Know mechanism of oxygen administration systems. Know how to regulate oxygen flow meter.	
Check for safety; post regulatory signs.	Review precautions and dangers of oxygen administration.	Appreciate dangers of oxygen administration.
Explain procedure to identified patient and family.		Be sensitive to patient apprehensions.
Observe patient frequently to evaluate effectiveness of therapy.	List which observations would be significant in terms of oxygen administration.	
Record oxygen administration and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #141: Care for a patient with a tracheostomy.
COMPETENCY: Maintain a patent airway and utilize aseptic technique when cleaning and caring for the tracheostomy.
CRITERION: Maintained a patent airway and utilized aseptic technique when quickly and thoroughly cleaning and caring for the tracheostomy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review structure and function of respiratory tract. Review indication for and special problems of a tracheostomy.	Appreciate patient anxiety concerning procedures affecting his breathing.
Implement procedure for tracheobronchial suctioning as appropriate.	Review techniques for suctioning and learn procedure for suctioning bronchi. Consider importance of maintaining a patent airway. Know proper position for suctioning depending on patient age.	Safeguard patient by keeping emergency equipment ready while suctioning.
Provide mouth care at frequent intervals.	Prevent discomfort, dryness and odor with appropriate oral hygiene.	Appreciate patient embarrassment by halitosis.
Clean inner cannula whenever necessary to clear away secretions.		
Explain procedure to identified patient.	Use teaching/learning skills.	Realize importance of explanation prior to procedure.
Position patient.	Know proper position allowing extension of the neck and facilitating removal of inner cannula.	

Task #141 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Organize equipment.	Review importance of preparing thoroughly so procedure can be done quickly.	
Use aseptic technique throughout procedure.	Recall importance of preventing introduction of microorganisms to patient.	
Remove inner cannula, place it in container of cold cleansing solution and rinse and dry cannula thoroughly.	Know procedure for removing and cleansing cannula. Evaluate patient during procedure for signs and symptoms of hypoxia.	Work gently to prevent pain and trauma to area.
Reinsert inner cannula, after clearing secretions from outer cannula, and ascertain that it is locked properly in place.	Know procedure for reinserting inner cannula.	
Change dressing and tapes that hold outer cannula in place.	Know procedure for cleansing and medicating wound and applying new dressing.	
Deflate tracheostomy cuff and suction at regular frequent intervals according to hospital policy.	Review function of a tracheostomy cuff and possible hazards of prolonged pressure to one area. Know procedure and other appropriate times for deflating cuff such as during meals.	
Reinflate cuff.	Know procedure for reinflating cuff to proper degree and ways to check for correct inflation.	
Record procedures and observations.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #142: Care for a patient on a ventilator.
COMPETENCY: Provide nursing care for a patient on a mechanical ventilator.
CRITERION: Effectively maintained patient's airway and the function of the mechanical ventilator and accurately assessed patient for adequate respiratory function and possible complications.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know anatomy and physiology of the respiratory system. Know the pathophysiology responsible for patient's condition. Know the controls, alarms, functions, features and manufacturer's directions for the particular ventilator used.	Value safety precautions when using mechanical equipment and have manual ventilator available in case of mechanical failure.
Maintain patient's airway.	Review procedure for properly intubating or assisting to intubate patient. Review procedure for tracheostomy care. Review suctioning techniques.	Appreciate patient and family anxiety over need for ventilator. Appreciate patient apprehension because of dependence on ventilator.
Adjust ventilator settings dependent on arterial blood gas analysis.	Learn procedure for assisting with arterial puncture and know how to maintain an arterial line.	
	Review arterial blood gas values. Know meaning of blood gas values in terms of the adequacy of ventilation.	
Assess patient physically.	Evaluate patient's chest sounds, respiratory and pulse rate, color, cough quality and sputum characteristics to ascertain adequate ventilation.	Recognize that physical assessment is an important factor in determining therapy.

Task # 142 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Recognize and treat promptly factors which cause patient to "fight the ventilator."	Review factors such as increased secretions and hypoxia that cause "fighting" a ventilator.	Appreciate the reflex nature of "fighting" a ventilator.
Change ventilator tubing regularly and maintain integrity of tubing by cleaning secretions and liquid periodically.	Recall aseptic technique for changing ventilator tubing. Review procedure for assuring patency of tubing.	Value infection prevention in debilitated patient.
Administer prescribed medication to suppress respiratory drive.	Know the pharmacology of medications used to suppress respiratory drive and necessary precautions when using them.	Reassure patient regarding any temporary paralysis.
Assess patient frequently for possible complications of mechanical ventilation.	Review signs and symptoms of respiratory complications, such as atelectasis or tension pneumothorax, and complications of other organ systems, such as gastrointestinal bleeding, and their treatments.	
Provide nursing care for immobile patients.	Review procedures for skin care, bathing, grooming and range-of-motion exercises.	Recognize therapeutic value of promoting comfort and maintaining physical abilities.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #143: Provide care for the child with upper airway obstructive diseases.
COMPETENCY: Provide care for and observe for complications in the child with upper airway obstructive diseases.
CRITERION: Effectively provided care for and accurately observed for complications in the child with upper airway obstructive diseases.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review the anatomy and physiology of the respiratory system. Recall technique of monitoring respirations and characterize types of respiratory patterns and sounds including inspiratory stridor.	
Identify croup.	Learn the characteristics of croup including the paroxysmal nature of the inspiratory stridor, the common causative viral agents and accompanying symptoms.	
Place child in mist tent.	Know equipment needed to set up mist tent. Review beneficial effect of cool, humid air.	Appreciate child's fear and anxiety.
Provide a quiet, nonstimulating environment for the child.	Know that stimulation and crying increase severity of inspiratory stridor. Involve parents to comfort and reassure child and instruct them to maintain subdued atmosphere. Schedule nursing procedures to minimize handling and stressing the child.	Reassure parents that their involvement is desirable.

Task #143 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Administer prescribed medications.	Know the reason for and pharmacology of racemic epinephrine by nebulizer and the precautions attendant with administering it. Know the reason for and pharmacology of prescribed antipyretics, decongestants and antibiotics.	
Maintain patient comfort.	Utilize nursing or prescribed therapies for combating fever. Allow child to rest in a position he finds comfortable.	Appreciate the therapeutic importance of attentive nursing care.
Observe child carefully and monitor vital signs frequently.	Assess the child's degree of inspiratory stridor, fatigue, amount of retraction, restlessness and vital signs. Know what respiratory and vital sign changes require immediate attention. Know complications of croup.	
Assist the physician with intubation or tracheostomy, if necessary.	Review procedure for intubation and tracheostomy and know what materials and equipment the physician will require.	Value remaining prepared for an emergency procedure. Appreciate parental anxiety and provide reassurance and support.
Identify epiglottitis.	Review the characteristics of epiglottitis, particularly its rapid onset, the diagnostic presence of drooling due to painful swallowing and the presence of nonparoxysmal inspiratory stridor.	

Task #143 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Prepare the child for intubation in the operating room while observing child for complete occlusion of his airway.	Know procedure for preparing child for surgery. Use observation skills to assess patient's respirations, vital signs and clinical conditions.	
Evaluate the possibility of foreign body aspiration.	Use interviewing skills to ascertain possibility of aspiration in children who present with sudden onset of non-paroxysmal inspiratory stridor, dyspnea, choking and/or inability to speak. Recall the possibility the child may be symptomless for lengthy period after aspiration.	
Implement prescribed diagnostic studies and assist the physician with laryngoscopy.	Know the procedure for ordering chart X-rays. Know the procedure for laryngoscopy and the precautions attendant with it; have emergency equipment available.	Explore personal feelings regarding emergency situations.
Prepare the child for removal of foreign body in the operating room.	Know the procedure for preparing the child for surgery.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #144: Provide care for the child with a lower airway disorder.
COMPETENCY: Provide care for and observe for complications in the child with lower airway obstructive or infiltrative disorder.
CRITERION: Efficiently cared for and accurately observed for complications in the child with lower airway obstructive or infiltrative disorder.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review the anatomy and physiology of the respiratory system. Recall techniques of monitoring respirations and characterize types of respiratory patterns and sounds, including wheezing, tachypnea and grunting.	
Identify acute asthma attack, an obstructive disorder.	Learn the characteristics of asthma including the wheezing sound that indicates increased respiratory effort and forced expirations caused by bronchospasm. Recall that antecedent viral infection, allergic history and stress are causative factors.	Appreciate the stress, anxiety and panic each attack causes.
Administer epinephrine, as prescribed.	Know pharmacology and purposes of epinephrine.	
Administer inhalant bronchodilators and IV bronchodilators, as prescribed.	Review pharmacology and purposes of bronchodilators. Review administration of IV medication.	
Administer steroids, as prescribed.	Review pharmacology and purposes of steroids.	

Task #144 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Review signs and symptoms of dehydration, frequently due to vomiting.	
Maintain IV infusion, as prescribed.	Recall the possible complications of excessive hydration during asthmatic attack.	
Monitor vital signs and observe respiratory pattern constantly.	Review medication effects on vital signs. Understand that sudden cessation of wheezing may represent a more serious clinical status.	Appreciate exhaustion of patient as attack progresses.
Provide supportive care for child and parents.	Use communication skills to reassure patient and parents and reduce anxiety and apprehension.	Appreciate parent's anxiety as the child labors to breathe.
Identify pneumonia, an infiltrative disorder.	Learn the characteristics of pneumonia including the respiratory distress, tachypnea, grunting and coughing present, the viral and bacterial causative agents and accompanying symptoms.	Recognize the emotional impact of the word "pneumonia" on parents.
Administer oxygen and humidification, as required.	Know equipment needed for oxygen administration and humidification. Review rationale for oxygen and humidity.	
Wear a mask when caring for the child and institute isolation techniques, if appropriate.	Recall contagious nature of causative agent and the need for respiratory isolation. Apply principles of medical asepsis as appropriate.	

Task # 144 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Institute IV therapy.	Recall requirements of adequate hydration and nutrition.	
Administer medications as prescribed.	Review pharmacology of antibiotics and antipyretics prescribed.	
Institute nursing and prescribed measures to combat fever.	Review measures to combat fever.	Appreciate debilitating effect of prolonged fever.
Monitor vital signs and respiratory distress.	Know potential complications of pneumonia.	Remain prepared for an emergency.
Provide supportive care for child and parents.	Prepare parents for the probability of prolonged distress. Provide emotional comfort to the child.	Appreciate parental and child's weariness and anxiety as illness progresses.
Implement nursing measures to promote the child's physical comfort.	Review nursing measures that promote comfort, rest and sleep.	Appreciate therapeutic value of rest and sleep.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #145: Provide care for the abused or neglected child.
COMPETENCY: Provide care for the abused or neglected child and involve parents in plan of help for the family.
CRITERION: Provided effective physical and emotional care for the abused or neglected child and involved parents in plan of help for the family.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Carry out physician's orders and nursing assessments for the child's care.	Review nursing care for the physical injury or health care need with which the child presents.	Explore personal feelings regarding caring for child and his parents.
Ensure safety of siblings at home.	Utilize interviewing skills and community resources to determine the safety of other children in the home.	
Assess parent/child interaction.	Evaluate healthy and unhealthy involvement, reactions, behavior and attitudes of parents and child.	
Support and assess the child emotionally.	Know growth and development to ascertain normalcy of child's behavior and reactions. Provide child with consistent caring and attention. Review characteristics of children subject to abuse.	
Involve parents in appropriate child care.	Realize parents and child generally need and want interaction with each other. Utilize parents' time with child to teach parenting and communication skills. Review various parental reactions to authority and the abusive incident.	Remain non-judgmental so as to involve the family therapeutically.

Task #145 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement a plan of help for the family.	Use nursing process to plan how the family will best benefit from assistance. Utilize hospital and community resources for referring family for continued help after hospitalization.	Value that invoking the law is punitive for parents but not generally therapeutic. Value stress reduction and increased parenting skills to reduce recidivism.
Make appropriate referrals to assure safety of child if he is going home with parents.	Know hospital referral policy. Know community requirements of surveillance in abuse situations.	Recognize responsibility to child after he leaves the hospital.
Provide necessary forms and information if abuse or neglect charges are to be brought.	Know hospital recording system. Know what cooperation is expected by law enforcement agencies and justice system.	Realize responsibility to testify accurately.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #146: Care for the patient with preeclampsia and eclampsia.
COMPETENCY: Provide supportive and therapeutic care for the patient with preeclampsia and eclampsia.
CRITERION: Provided effective supportive and therapeutic care for the patient with preeclampsia and eclampsia.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Define preeclampsia and eclampsia. Review the course of this pregnancy-caused hypertension and its complications for patient and her fetus.	
Monitor the pregnant patient's weight, vital signs and urine routinely during prenatal visits.	Recall what alterations in weight, vital signs and urine indicate preeclampsia.	Appreciate the importance of regular prenatal care.
Assess preeclamptic signs and symptoms.	Use observation and interviewing skills to detect swelling, visual disturbances, headache, decreased urinary output or vomiting.	Appreciate that important part of prenatal care is teaching patient warning signs of pregnancy.
Implement outpatient regimen for mild preeclampsia.	Review rationale for use of sedatives, bedrest, low-sodium diet. Know pharmacology of sedation prescribed. Use teaching/learning skills to educate patient about a low sodium diet and the importance of bedrest.	Teach patient safety precautions needed while taking sedatives.
Hospitalize patient whose condition does not respond to outpatient treatment.	Know hospital admission procedure.	
Implement severe preeclampsia regimen.	Review rationale for complete bedrest, sedatives, antihypertensive medicine,	

Task # 146 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	I & O, daily weight and urinalysis for protein. Know pharmacology and administration of sedatives, particularly magnesium sulfate and antihypertensive medications.	
Monitor fetal heart rate regularly.	Review potential dangers to fetus.	
Assist physician with diagnostic tests regarding fetal gestational age.	Know the procedure for and the value of sonograms and 24-hour urine collections for estriol.	
Observe the patient constantly.	Use observation skills to assess patient's condition and safety.	Appreciate the speed with which eclamptic signs can appear.
Keep the patient's environment subdued, pleasant and restful.	Provide supportive nursing care for a patient on bedrest who is deliberately sedated.	Value the patient's comfort and peace of mind as an integral part of her therapy.
Protect the patient during seizures or coma.	Review procedure for caring for a patient during seizures. Adapt patient environment to protect patient from injury during seizures. Recall techniques for maintaining patient's airway and administering oxygen. Recall positioning methods of preventing aspiration during coma.	
Assess the possibility of labor in a sedated, eclamptic patient.	Evaluate signs of labor while ascertaining the quality of fetal heart tones.	Appreciate patient's inability to be responsible for herself.
Prepare the patient for a Caesarean section or vaginal delivery.	Learn the physical preparation necessary for a C-section or vaginal delivery.	Appreciate confusion of patient and attempt to reasure and inform her.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #147: Care for the patient during the first stage of labor.
COMPETENCY: Evaluate patient's progress and provide assistance to her during the first stage of labor.
CRITERION: Accurately evaluated patient's progress and provided assistance to her during the first stage of labor.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish rapport with patient and family and assess patient's perception of her progress.	Use communication skills. Use interviewing skills to obtain data about patient's perceptions of contractions, discomfort and show.	Respect individual differences in response to labor situation.
Evaluate objective signs of labor progress by periodically measuring contractions and cervical dilatation.	Review measuring of contractions. Learn technique of measuring cervical dilatation by rectal or vaginal examination, according to hospital policy.	
Safeguard fetus by checking fetal heart rate at appropriate times.	Review measuring fetal heart rate.	
Safeguard patient by checking vital signs and assisting her to void at appropriate intervals.	Review importance of monitoring vital signs, especially blood pressure, during labor. Review importance of maintaining empty bladder during labor.	
Assist physician with amniotomy and/or assist patient when membranes rupture.	Know reason for and complications of amniotomy and equipment needed to perform amniotomy. Review principles of aseptic technique. Evaluate fetal heart rate for distress signs.	Be aware of patient's anxiety regarding amniostomy or spontaneous rupture.
Observe amniotic fluid for color, odor and quantity.	Know normal characteristics of amniotic fluid and analyze significance of abnormal characteristics.	

Task #147 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Administer prescribed medications as needed.	Learn pharmacology of medications frequently used during labor.	Explain medication to patient to reassure her regarding its effects.
Provide emotional support to patient and family member by encouraging, reassuring and praising patient and staying with patient as much as possible.	Recall use of touch as a therapeutic tool. Use communication skills to demonstrate a caring, positive attitude. Assess family member's ability to effectively "coach" patient.	Explore personal feelings about labor. Respect individual reactions toward labor. Be sensitive to psychological effect of the word "pain."
Teach and/or facilitate breathing techniques.	Review breathing and relaxation techniques.	Include family member whenever possible.
Position patient for safety and comfort.	Assess patient's labor in terms of comfortable, advantageous and safe positions to assume.	Maximize patient comfort within the limits of safety.
Give mouth care.	Review special needs for oral hygiene.	
Keep perineum clean and dry.	Consider patient comfort.	
Apply sacral pressure during contractions as needed.	Know causes of and helpful measures for back labor.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #148: Prepare for and assist during delivery.
COMPETENCY: Prepare patient and delivery room and assist patient and physician during delivery.
CRITERION: Correctly prepared patient and delivery room and efficiently assisted patient and physician during delivery.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Prepare delivery room using surgical aseptic technique according to hospital policy.	Review surgical aseptic technique. Review technique for setting up room for a surgical procedure. Know equipment needed for delivery.	
Transfer patient to delivery room at appropriate time.	Know progression of physical events and behaviors that make up the second stage of labor.	Include family member or "coach" in planning for delivery if appropriate.
	Support patient psychologically as her coping ability becomes increasingly taxed.	Remain nonjudgmental towards variety of reactions patient may have.
Position patient for anesthesia, if necessary, and then for delivery, applying restraints according to hospital policy.	Review regional anesthetics commonly used for delivery and their position and assistance requirements. Review use of restraints. Know positions used for delivery.	Explain use of restraints to patient as an aid to maintain correct position not as a punitive measure for moving.
Cleanse the perineum and drape patient according to hospital policy.	Know technique and importance of cleansing perineum. Know draping technique for delivery patients.	Reassure patient if she is embarrassed by involuntary expulsion of feces.
Measure patient's pulse and blood pressure and fetal heart rate very frequently during second stage.	Review importance of patient vital signs and fetal heart rate measurements during second stage.	

Task # 148 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assist physician as needed during infant delivery by giving him supplies using surgical aseptic technique.	Review method of giving equipment and supplies to a scrubbed person using surgical aseptic technique.	Explain proceedings to patient and "coach" throughout delivery.
Provide patient and "coach" opportunity to see newborn according to hospital policy.	Know procedure hospital uses for allowing patient access to newborn.	Appreciate importance to bonding of early contact between parents and newborn.
Assist physician as needed with delivery of placenta and surgical repair.	Review events of the third stage of labor. Know common supplies used for surgical repair.	
Administer medications as prescribed by physician.	Know pharmacology and purpose of common oxytocics used following delivery.	Explain purpose of medications to patient.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #149: Provide immediate postdelivery care.
COMPETENCY: Provide appropriate care for patient recovering from delivery.
CRITERION: Monitored the condition of patient's uterus, evaluated bleeding and administered care consistent with the type of anesthesia used.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Measure vital signs at frequent intervals.	Review signs, symptoms and causes of postdelivery hemorrhage. Identify which patients are at risk for hemorrhage. Recall how vital signs are affected by hemorrhage. Review possible complications of anesthesics.	
Assess involution of uterus at frequent intervals.	Know expected size of postpartal uterus. Learn difference in feeling between a firm and boggy uterus.	
Massage uterus if it is boggy and soft and release collected blood from uterus.	Learn technique for massaging uterus gently. Review complications of massaging too harshly.	Be sensitive to the discomfort massage can cause for already weary patient.
Maintain empty bladder, catheterizing according to physician's order.	Review consequences of full bladder on uterine involution. Review catheterization procedure.	Appreciate difficulty and discomfort patient may have voiding.
Assess lochia at frequent intervals, keeping pad count.	Learn expected color of lochia throughout postpartal period.	
Maintain position and activity consistent with type of anesthesea used.	Know importance of recumbent position for prevention of spinal headache following anesthesia involving the subarachnoid space.	Recall safety principles for patients who lack sensation or may be confused by medication.

Task #149 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know approximate time sensation returns following regional anesthesia and approximate time effects of analgesics will last.	
Provide fluids if appropriate.	Assess patient's ability to take fluids and assist as needed. Recall importance of encouraging fluids to prevent spinal headache.	
Make patient comfortable and maintain body heat.	Review reasons for postpartal chills and shaking.	Explain normalcy of postpartal chilling and chattering to patient and family.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #150: Provide postpartal breast care.
COMPETENCY: Provide breast care for patients who are bottle and breast feeding.
CRITERION: Provided adequate breast care for patients who are bottle and breast feeding.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Evaluate adequacy of breast support.	Review breast support requirements for bottle and breast feeding patients.	Remain nonjudgmental regarding patient's decision to bottle or breast feed.
Teach nipple care for breast-feeding patients.	Know hospital policy for pre- and post-nursing nipple cleansing. Know nipple preparation exercises.	Be sensitive to patient's modesty and anxiety discussing and/or exposing breasts.
Instruct breast-feeding patient on additional breast care.	Recall benefits of air circulating about the nipples. Know requirements of adequate breast pads. Review treatments to prevent and cure sore nipples.	
Manage relief from engorgement.	Review reasons and symptoms for engorgement and recall that it may occur even to patients who have been given lactation suppressants. Review therapeutic effect of frequency nursing a manual expression of milk upon engorgement. Know medications and procedures such as ice packs used to alleviate discomfort of engorgement.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #151: Assist the patient with breast feeding.
COMPETENCY: Assist the patient to initiate breast feeding and establish a pattern of successful nursing.
CRITERION: Effectively assisted the patient to initiate breast feeding and establish a pattern of successful nursing.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know mechanism of lactation and the feedback effect of newborn nursing on lactation.	
Provide opportunity for breast feeding as soon as appropriate after delivery.	Recall positive effects for patient and newborn of early nursing.	Value bonding effect of early nursing.
Prepare the patient for nursing.	Know hand washing techniques and hospital policy for nipple preparation.	Appreciate patient's modesty and privacy. Be sensitive to breast-feeding's connection to patient's sexuality.
Show patient various positions for holding newborn and nursing.	Facilitate patient experimentation to find comfortable nursing positions.	
Show patient how to help newborn grasp nipple and how to release nipple from infant.	Recall rooting reflex. Acknowledge difficulty engorgement creates for newborn trying to grasp nipple.	
Assist patient to determine newborn's sucking tendencies.	Know common newborn sucking tendencies such as the "eager feeder," the "gulper" or the "playful nurser" and tips for coping with trying tendencies.	Appreciate patient is becoming acquainted with her newborn and describe infant in positive or affectionate terms.
Provide information or equipment to aid nursing.	Know purposes and use of breast shield and breast pumps. Know books and	

Task #151 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	pamphlets that relay nursing information.	
Help patient to establish realistic schedule.	Know hospital and/or physician's policy toward schedule versus demand feeding.	Respect patient's desire to have newborn on demand.
	Balance newborn needs and benefits to patient of some interval between nursings.	Establish trusting relationship so that patient believes both her best interests and interests of her newborn are being served.
Manage common nursing problems.	Review hospital and/or physician's policy toward length of nursing time, supplementary feedings and lack of milk.	
Provide emotional support.	Use listening and communicating skills to reassure patient of personal interest for her nursing.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #152: Perform delivery-room care of the newborn.
COMPETENCY: Maintain newborn's physical condition and implement identification and medication procedures.
CRITERION: Maintained newborn's temperature and respirations and implemented identification and medication procedures.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Support respirations by maintaining patent airway.	Review physiologic changes that occur at birth. Review oral suctioning techniques.	
Assist pediatrician to establish respirations if necessary.	Maintain oxygen and emergency resuscitation equipment at all deliveries.	Work calmly to avoid parental anxiety or panic.
Keep accurate watch of time throughout period of initially establishing respirations.	Know how passage of critical minutes affects resuscitation technique decisions.	
Perform one and five minute Apgar scores if appropriate.	Know meaning and scoring of Apgar and hospital policy towards performance by RN.	
Place infant under radiant warmer and wrap appropriately.	Review physiologic importance of maintaining infant temperature.	
Instill prescribed eye medication.	Know reasons for medicating eyes immediately after birth. Know the pharmacology of silver nitrate and tetracycline and possible complications of both medications.	
Perform newborn/mother identification.	Know hospital policies and procedures regarding identifying newborn and mother such as matching armbands.	Respect legal implications of identifying newborn and mother.

Task # 152 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Transfer newborn to nursery.	Recall safety procedures when transferring patients.	Appreciate importance of safety procedures.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #153: Provide care to cord of newborn.
COMPETENCY: Provide cord care for the newborn.
CRITERION: Provided effective cord care for the newborn.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess condition of the cord.	Know characteristics of the cord and complications of the cord.	
Cleanse base of stump with prescribed solution at prescribed times.	Know hospital and/or physician's policy toward cord care.	Value infection prevention.
Teach parents cord care.	Use teaching/learning skills to instruct parents in daily cord care and restrictions of newborn due to cord such as tub baths.	Appreciate that most parents are concerned and may be hesitant about caring for cord.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #154: Implement phototherapy.
COMPETENCY: Perform phototherapy for treatment of hyper-bilirubinemia.
CRITERION: Performed phototherapy utilizing appropriate safety measures.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Check expiration time for phototherapy lightbulb.	Assure effective treatment.	
Remove all clothing from newborn.	Review physiologic reasons for hyperbilirubinemia and mechanism of treatment. Review meaning of laboratory values of test for bilirubin.	Be sensitive to parental anxiety about phototherapy.
Close newborn's eyes and apply protective covering.	Prevent damage to newborn's eyes.	Appreciate safety measures.
Position phototherapy light at approved distance from newborn.	Prevent burns and provide effective therapy.	
Monitor newborn's temperature at frequent intervals.		
Provide hygiene for newborn as needed.	Recall newborn will lack a diaper.	
Change newborn's position from back to abdomen at frequent intervals.		
Remove newborn from light source for feeding.		Be aware of need for sensory stimulation for newborn.
Interpret results of bilirubin tests.	Know implications of test results.	Appreciate parental desire for data about newborn's condition.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #155: Apply cardiac monitoring equipment.
COMPETENCY: Apply cardiac monitoring equipment according to manufacturer's recommendations and standard medical practices.
CRITERION: Accurately applied cardiac monitoring equipment according to manufacturer's recommendations and standard medical practices.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Learn types of ECG monitors and telemetry equipment, their uses, advantages, disadvantages and particular manufacturer's recommendations.	
Assemble and check monitoring equipment.	Know proper functioning of ECG equipment and electrical safety procedures.	
Prepare identified patient and explain procedure to him.	Know proper position for ECG lead application.	
Select electrode sites.	Review skin requirements for a good site. Know the sites standardly used for electrode placement.	
Prepare skin sites.	Know the cleaning and/or shaving necessary to assure good contact and comfort. Place electrode gel on cleansed site to assure good contact if not using pregelled electrodes.	
Place ECG electrodes on prepared sites.	Review types of electrodes available. Review gel application if appropriate and manner of securing electrode to enhance contact.	

Task #155 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Attach wires to ECG monitor, if applicable.	Recall procedure and precautions when attaching wires.	
Record the ECG.	Know particular machine operation technique.	
Assess the quality of the ECG recording.	Evaluate electrical or mechanical interference and poor electrode placement or contact when determining reason for poor quality recording.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #156: Interpret information from cardiac monitor.
COMPETENCY: Interpret an ECG rhythm strip's normality and name the site and/or mechanism of the arrhythmia, if present.
CRITERION: Accurately interpreted information from an ECG rhythm strip and determined the presence and type of arrhythmia.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assemble equipment.	Know use of ECG recording equipment and procedure for taking an ECG rhythm strip. Know the normal configuration of PQRST waves and the relationship of these waves to electrical activity of the heart. Know terminology of ECG interpretation.	Be aware of personal knowledge limitations and ask for guidance.
Calculate the heart rate.	Recall definition of normal sinus rhythm. Learn method of calculating heart rate.	Realize the need for interpreter's total concentration and use of observation skills.
Measure the regularity of the R waves, examine P waves, measure the PR interval and measure the duration of the QRS complex.	Learn measuring techniques. Learn common abnormal findings and the conditions they indicate.	
Synthesize obtained information and arrive at rhythm strip interpretation.	Classify arrhythmias by site (sinus, atrical, atrioventricular or ventricular). Classify arrhythmias by mechanism (bradycardia, tachycardia, premature beats, flutter, fibrillation or conduction defects). Recall which arrhythmias are warning signs and which may be lethal.	

Task #156 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Take appropriate action based on interpretation.	Know nursing actions warranted by interpretation.	Recall personal responsibility for decision and action.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #157: Care for the patient on a cardiac monitor.
COMPETENCY: Provide monitored patient with emotional reassurance, skin care, and early detection and treatment of warning arrhythmias in order to prevent lethal arrythmias.
CRITERION: Provided monitored patient with emotional reassurance, skin care, and early detection and treatment of warning arrhythmias.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide emotional support.	Use communication and listening skills to reassure patient as appropriate and instill confidence that patient condition is being observed constantly.	Explore personal feelings about death. Appreciate patient's anxiety, fear of death and the unknowable future.
Provide skin care.	Assess skin integrity routinely, rotate electrode sites and provide care as needed.	
Maintain proper functioning of monitor equipment.	Know particular monitor's components and their proper functioning. Recall safety guidelines and alarm systems of particular monitor in use.	
Assess monitor information and coordinate observations and correct reason for monitor misreading, if necessary.	Review the reasons for possible poor or inaccurate readings and observe patient to see if these apply.	
Assess monitor information at frequent intervals and act according to hospital policy to institute treatment of warning or lethal arrhythmias.	Learn to distinguish arrhythmias from normal ECG readings. Learn which arrhythmias serve as warnings, which can be lethal and the treatment for both according to hospital policy.	Explain treatment to patient who will be anxious regarding ECG changes. Have emergency equipment ready at all times.

Task #157 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Observe patient directly prior to implementing treatment.	Recall the ECG is just one aspect in diagnostic care.	
Record and report observations and treatment.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #158: Care for the patient with a fever.
COMPETENCY: **Monitor** patient temperature, support patient with a fever and use nursing and prescribed therapeutic measures to arrest the fever.
CRITERION: Accurately monitored patient temperature, supported the patient and used nursing and prescribed therapeutic measures to arrest the fever.

SKILL	**KNOWLEDGE**	VALUE/ATTITUDE
Take patient's temperature.	Review technique for taking temperature depending on patient's age and condition.	
Determine the presence of fever.	Review normal values for temperatures depending on age and method of measurement. Assess **"normal"** factors which may affect temperature such as exercises or time of day.	
Report the presence of a fever that cannot be accounted for by "normal" factors.		
Monitor patient's temperature and note any pattern.	Review the stages of fever. Review constant, intermittent and remittent fever patterns.	Appreciate possible diagnostic value of accurate temperature monitoring.
Alter patient's environment and reduce his activity to control fever.	Implement nursing measures of environmental control such as lowering room temperature, increasing air circulation or dressing patient and bed lightly.	

Task # 158 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement physician's medication and/or procedure orders.	Know pharmacology of medications used to reduce fever and other medications prescribed to treat patient condition.	
	Review rationale for increased fluid and calorie intake during a fever. Review technique for giving alcohol or tepid water sponge baths. Know proper use of hypothermia mattress.	
Avoid patient shivering during cooling techniques.	Review the physiologic response shivering represents and its effects.	
Provide for patient comfort during fever.	Recall perspiration response to decrease in fever and implement nursing care to keep patient fresh and dry. Recall increased need for rest during fever and simplify patient's environment.	Appreciate the drain on patient energy fever causes.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #159: Implement care for the patient in pain.*
COMPETENCY: Evaluate the nature and cause of pain and implement care that alleviates the patient's pain and prevents additional, avoidable pain.
CRITERION: Evaluated the nature and cause of pain and implemented care that alleviated the patient's pain and prevented additional, avoidable pain.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Learn the anatomy and physiology of pain. Learn the relative presence of pain receptors throughout the body and the implications this has for the injured or diseased patient. Learn the phenomenon of referred pain. Recall the reason for the absence of pain in some severe injuries such as third-degree burns.	Recognize pain often plays a protective role but that the absence or diminution of pain is not always a positive sign.
Evaluate the patient who states he is in pain.	List what objective signs there are that pain exists. Recall reflex-motor reactions to pain. Recall what observable physical signs result from autonomic nervous system reactions to pain. Review behavioral and nonverbal clues to emotional reaction to pain.	Explore personal feelings about pain and pain-control measures. Appreciate that no one can know another person's pain; evaluate patient's complaints seriously.
Assist the patient to verbalize his pain experience.	Use communication, listening and interviewing skills to help patient describe an intrinsically lonely experience. List subjective signs of the presence of pain. Know terminology of the nature of pain, e.g., throbbing, cramping.	Support the patient and assure him he will be helped and cared for.

Task #159 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Know terminology for degree of pain.	Know terminology for degree of pain. Determine physical location of pain and any spread of sensation. Determine onset, duration and precipitating circumstances. Determine measures the patient finds effective to control pain.	
Appraise the patient's emotional response to pain.	Recognize cultural differences in the meaning of and appropriate response to pain. Consider what pain may mean in the context of patient's life experiences; recognize this affects reactions to and awareness of pain.	Avoid judgmental attitude of what pain "should" mean to patient or of how severe or mild pain "should" be.
Protect the patient from added physical or emotional stresses.	Review the effect of stress upon pain awareness. Review environmental means of promoting a restful atmosphere. Recall effect of preparatory instruction regarding patient's disease or treatments upon pain. Recall means of physically protecting painful area, especially when moving patient.	Appreciate patient's anxiety resulting from pain's threat to himself and his future and from the isolation of the pain experience.
Promote patient comfort to the extent possible.	Recall therapeutic effect of touch. Recall soothing effect of hot or cold treatments, fresh linen, clean dressings, etc., and implement these measures as appropriate. Recognize pleasant distractions may decrease pain awareness if pain is not too severe.	Recognize that small comfort measures can make a big difference in patient's outlook and/or pain awareness.

Task # 159 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Administer prescribed analgesics.	Know pharmacology of analgesics prescribed. Recognize that analgesics are more effective when given before pain becomes acute and if patient is told to expect relief. Recall responsibility to observe patient whose medication has decreased his ability to think clearly or respond quickly.	Value the period of relief patient gets from analgesics and avoid disturbing him needlessly. Appreciate that the patient who feels secure that his pain need will be met usually requires less medication.
Evaluate patient's pain relief management, particularly for the patient with chronic pain.	Learn the anatomy and physiology of the particular chronic pain disorder being treated. Recall emotional effects of prolonged, intractable pain. Recognize the phenomenon of psychogenic pain. Learn surgical and psychological treatments for chronic, intractable pain. Learn the addiction potential and preventative measures necessary for the patient with chronic pain.	Recognize importance of reviewing pain control measures in chronic situations. Appreciate the difficulty of nursing some chronic, intractable pain patients; provide time to explore and discuss personal feelings of frustration, helplessness, etc.

*Dorothy Smith and Carol Germain, Care of the Adult Patient, J. B. Lippincott Company, Philadelphia, 1975, pp. 135-145.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #160: Provide management for patients receiving radiation therapy.
COMPETENCY: Provide management for patients receiving external beam or interstitial radiation therapy.
CRITERION: Adequately prepared the patient for and maintained environmental safety during external beam or interstitial radiation therapy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Learn the nature of radioactive materials and reasons they are used in therapeutic and diagnostic treatments.	
Prepare the patient receiving external beam radiation therapy.	Know particular site to be irradiated and objective of treatment. Use teaching/learning skills to instruct patient regarding the schedule of treatments, care of skin markers, skin care and importance of adequate nutrition and fluid intake.	Support the patient and assist him to verbalize anxieties about radiation therapy and his disease. Dispel misconceptions about radiation therapy by educating patient about advanced state of the specialty.
Evaluate patient's reaction to radiation therapy.	Use interviewing skills to detect untoward reactions to radiation therapy. Know possible deleterious side effects of radiation therapy to particular site and nursing measures to alleviate side effects.	Appreciate need not to alarm or condition patient by describing possible side effects before they occur. Remember to take patient's complaints seriously.
Prepare the patient receiving radioactive implants, injections or liquids.	Review the types of interstitial radiation therapy available and the conditions for which they are used. Know the particular type of implant, injection or liquid the patient will receive and the objective of therapy.	

Task # 160 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Use teaching/learning skills to instruct patient in reasons and procedures for pre-therapy preparation and patient behavior once therapy is instituted. Explain reasons for radiation precautions, especially any isolation involved.	Recognize patient will deal with isolation more easily if he is prepared for it and understands why it is necessary.
Institute degree of radiation protection needed.	Understand degree of radiation protection needed based on type and site of radioactive material. Utilize hospital resources, such as epidemiology nurse and radiation officer, to ascertain correct precautions are being taken. Use regulatory signs to warn personnel and visitors of the presence of radioactive material. Know degree of special handling needed for linens, body excretions and materials in direct contact with patient. Maintain emergency equipment needed in the event of loss, displacement or spillage of radioactive material.	Appreciate patient feelings of contamination and isolation. Appreciate patient's need for sensory stimulation and plan appropriate diversional activities.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Therapeutic Measures
TASK #161: Implement treatment to promote healing of a third-degree burn.
COMPETENCY: Manage prescribed burn site care and support the burn patient physically and psychologically.
CRITERION: Effectively managed prescribed burn site care and provided physical and psychological support to the burn patient.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Implement infection control measures as appropriate.	Recall reasons for the greatly increased infection risk in burn patients. Review surgical and medical aseptic techniques in terms of their application to the patient's environment and the equipment and materials in contact with the burn site.	Appreciate need for scrupulous attention to aseptic technique.
Monitor patient for signs of infection.	Use observation skills to ascertain burn site is infection free. Evaluate vital signs for signs of infection, recalling temperature alterations that may exist because of burn.	Appreciate how quickly patient can become critically septic.
Administer medications to control infection.	Know pharmacology of topical or systemic antibiotics prescribed.	
Implement regimen of burn site care.	List indications, precautions, procedure and equipment needed for open, semi-open, closed dressing or wet dressing burn site care. Review rationale and procedure for hydrotherapy and prescribed medications that may precede it.	Be sensitive to how painful site care and hydrotherapy can be for patient and emotional stress anticipation of care can create.

Task #161 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Provide care for skin graft source if appropriate.	Understand procedure physician uses for applying permanent grafts using skin sources. Provide protective treatment to graft source as healing occurs.	
Maintain patient's flexibility by frequent range-of-motion exercises, position changes and proper splint application.	Review range-of-motion exercises and correct body alignment principles. Understand importance of preventing contractures and scarring. Learn procedure for applying splints or garments needed to extend affected extremities.	Appreciate patient's natural resistance to extended positions.
Provide high-calorie diet as prescribed.	Review reason for increased caloric and nutritional requirements. Review use of diet history and dietary teaching as means of enhancing therapy and reinforcing its importance. Recall procedures for providing hyperalimentation, if needed.	Realize difficulty patient may have eating despite loss of appetite, inactivity, discomfort and stress.
Support the patient psychologically during his long convalescence.	Understand the range of feelings and behaviors patient may exhibit regarding his burn, disfigurement, dependence, convalescence and future.	Involve patient's family and provide emotional support to them.
	Recall effects of prolonged pain and anticipation of painful procedures upon patient's emotional health. Assess patient interests for appropriate diversional and occupational therapy. Utilize hospital resources to make appropriate referrals to assist the patient psychologically.	Recognize personal feelings regarding the demanding and draining nature of burn care nursing.

CURRICULUM: **Associate** Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #162: Perform cardiopulmonary resuscitation.
COMPETENCY: Recognize need for and perform cardiopulmonary resuscitation.
CRITERION: Recognized need for and performed cardiopulmonary resuscitation with and without assistance.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Recognize need for CPR.	Review signs and symptoms of cardiovascular or respiratory collapse.	Value nursing responsibility to keep CPR skills current.
Seek assistance without leaving patient.	Know hospital system for alerting cardiac team.	Remain calm and work efficiently.
Inflict sudden, sharp blow on lower third of sternum.	Know desired effect of chest blow.	
Position patient.		
Establish open airway and clear secretions from mouth.	Know head position to insure open airway. Prevent aspiration of secretions.	
Provide respirations with mouth-to-mouth resuscitation or Ambu bag.	Know technique of mouth-to-mouth resuscitation. Know techniques for assuring tight airseal according to patient age and size.	
Provide external cardiac compression.	Know technique of external cardiac compression according to patient age and size. Know full cardiopulmonary resuscitation technique as implemented by one or two people.	
Check for pulse.	Know locations and technique for palpating pulse.	Value persistence in CPR.

Task #162 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess signs of life to evaluate success of CPR.	Learn signs of life and death.	Appreciate patient right to die with dignity.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #163: Implement emergency procedures for the management of shock.
COMPETENCY: Identify shock state and implement emergency procedures for the management of shock.
CRITERION: Identified shock state by physical assessment and efficiently implemented emergency procedures for the management of shock.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess physical condition of patient.	Define shock state and describe classifications of shock such as septic, hemorrhagic. Know physical causes and effects of each classification. Review typical vital signs and clinical picture of patient in shock.	Recognize nursing responsibility to assess accurately.
Establish and maintain airway.	Review methods of oxygen administration and intubation and suctioning techniques.	Recognize personal feelings towards a crisis situation.
Control external hemorrhage to extent possible.	Know techniques for hemorrhage control.	
Position patient with legs elevated and knees straight.	Increase blood supply to critical organs.	
Maintain body temperature.	Recall metabolic and vascular effects of hyperthermia and hypothermia.	
Establish intravenous route with large needle.	Prepare route for initial blood samples, fluids, medications or blood transfusions.	

Task #163 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assist with insertion of central venous pressure catheter and measure CVP, if prescribed.	Review purpose of central venous pressure catheter measurement and techniques for assisting physician with procedures.	
Insert indwelling catheter to moniter urinary output.	Review insertion of urinary catheters. Review input/output procedures.	
Administer appropriate medications as prescribed.	Know desired effects and side and toxic effects of prescribed antibiotics, sedatives, narcotics, antihistamines, steroids, diuretics, cardiotonics and sympathomimetics.	
Assess patient response to emergency procedures at frequent intervals.		Appreciate patient and family fears and provide realistic reassurances as appropriate. Appreciate neurogenic response of body to pain and anxiety.
Report and record patient response.	Know hospital recording system and proper lines of communication.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #164: Implement emergency procedures for control of hemorrhage.
COMPETENCY: Assess need for and implement emergency procedures for control of hemorrhage.
CRITERION: Assessed need for and implemented procedures for control of hemorrhage and implemented procedures for reversal of physical conditions caused by hemorrhage.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Undress patient so that complete physical assessment can be made.	Recall signs of hemorrhage and distinctions between arterial and venous bleeding.	Recognize personal feelings during crisis situation.
Apply firm manual pressure over area of hemorrhage.	Review circulatory system to evaluate what pressure points will control hemorrhage.	Know legal parameters for emergency care.
Apply firm pressure dressing whenever possible.	Know procedure for application of pressure dressings.	
Immobilize and evaluate an injured extremity.	Decrease loss of blood from injured extremity.	
Insert large intravenous cannula if appropriate.	Provide means for fluid volume replacement. Know procedure for inserting IVs.	
Implement procedure for obtaining blood products, if appropriate.	Know hospital policy for obtaining blood products.	
Implement procedure for treating hypovolemic shock.	Know procedure for treating hypovolemic shock.	Appreciate feelings of patient and family and the necessity for preventing hysteria and/or panic.

Task # 164 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Apply tourniquets only as a last resort.	Know procedure for tourniquet application and release. Recall types of tourniquets.	
Tag patient stating location and time of tourniquet application.	Review dangers of tourniquets.	
Assess patient response continuously.	Recall expected effects of treatment.	
Record patient response.	Know hospital recording system.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #165: Implement closed chest defibrillation.
COMPETENCY: Identify ventricular fibrillation on a cardiac monitor and defibrillate the heart patient.
CRITERION: Identified ventricular fibrillation, administered proper charge and assessed patient's response to defibrillation.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Identify arrhythmia as ventricular fibrillation.	Review procedure for applying cardiac monitor and interpreting information from monitor. Recall it is possible to monitor through paddles on some defibrillators; know hospital equipment.	Appreciate need to observe that patient condition is consistent with monitor information.
Prepare to defibrillate patient.	Learn procedure for preparing defibrillator paddles in order to enhance conduction and prevent skin burns. Learn procedure for positioning paddles correctly. Learn how to activate machine.	
Dial correct watt/seconds for patient.	Review current level necessary for adults and children.	
Direct all personnel to stand clear of bed.	Know safety precautions of using electric current as therapy.	Appreciate need to check patient and ECG a split second before defibrillating to ascertain condition.
Administer electric shock by pressing the discharge buttons.	Know how to operate machine.	Be aware of personal feelings about crisis situations.
Assess the monitor to determine need of further treatment.	Know preparation of paddles and machine for reuse if necessary.	

Task #165 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Record procedure and ECG rhythm.	Recall need for rhythm strip after defibrillation for baseline and/or diagnostic purposes.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #166: Initiate care of a patient with a major, third-degree burn.
COMPETENCY: Initiate care to stabilize and support burn patient during the critical period immediately following burn.
CRITERION: Effectively initiated nursing measures that stabilized and supported burn patient.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	Know classification of burns. Review the normal structure and function of the skin.	Explore personal feelings regarding working with the pain, anguish and disfigurement of burned patients.
Obtain history of third-degree burn incident and patient's health.	Use interviewing skills to determine nature (fire, chemical, etc.) of the burn. Recall patient's chronic disease, medication allergies, infections may affect therapy.	Recognize that toddlers and old adults have disproportionately high incidence of burns, and these populations will have special nursing needs.
Assess patient's burn.	Know factors used to characterize burns such as percentage and area of body affected.	
Maintain airway and respirations.	Recall probability of pulmonary edema if patient has inhaled smoke or fumes. Use observation skills to detect signs of respiratory distress. Monitor arterial blood gases as ordered. Review administration of medications such as prescribed bronchodilators. Review procedure for assisting with endotracheal intubation or tracheostomy, if needed. Review care of patient on a respirator, if appropriate.	Explore personal feelings regarding crisis situations.

Task #166 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Establish intravenous line for fluid and electrolyte replacement, and monitor adequacy of therapy.	Recall tremendous fluid loss and electrolyte derangement following major burn. Review normal values of electrolytes and meaning and danger of abnormal values. Recall dangers of fluid overload that may follow too rapid a replacement.	
Insert indwelling urinary catheter, measure weight and maintain strict I & O.	Review procedures for inserting indwelling urinary catheter. Recall importance of maintaining strict I & O to evaluate fluid replacement, renal function.	
Monitor vital signs frequently.	Recall how vital signs will indicate dehydration, shock, temperature irregularities. Recognize major loss of body heat through burn surface.	
Administer prescribed medications for pain and infection.	Know pharmacology of pain medications prescribed and possible respiratory complications. Review immunization status of patient and administer tetanus prophylaxis if needed. Know pharmacology of antibiotics used to control infection.	
Implement burn care as prescribed.	Know procedure for initially cleansing area and removing clothing from burn. Recall equipment needed to assist physician to debride burned areas.	

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #167: Implement treatment to reverse diabetic ketoacidosis.
COMPETENCY: Implement treatment to reverse diabetic ketoacidosis.
CRITERION: Implemented fluid and insulin treatments to reverse diabetic ketoacidosis and monitored the patient during therapy.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Assess patient's condition.	Know the signs and symptoms of ketoacidosis. Review classification of levels of consciousness. Evaluate information obtained from vital signs, particularly respirations.	Recognize that ketoacidosis may have been caused by factors beyond patient's control.
Obtain diagnostic specimens.	Know procedure for obtaining blood and urine specimens. Review diagnostic value of blood glucose, urine glucose and acetone, electrolytes, BUN and calcium.	
Assist with collection of arterial blood gases, if needed.	Know procedure for collecting arterial blood gases.	
Administer prescribed IV fluids.	Know procedure for administering IV fluids. Learn the principles of fluid and electrolyte replacement based on assessment of dehydration and body size.	Appreciate the anxiety of the family and communicate patient progress.
Administer prescribed insulin.	Know the pharmacology of insulin. Review possible complications of giving excessive insulin or changing blood glucose level too rapidly. Review administration of IV medications.	

Task # 167 - Continued

SKILL	KNOWLEDGE	VALUE/ATTITUDE
Insert indwelling catheter and institute strict I & O.	Review procedure for inserting indwelling catheter. Recall principles of I & O. Recall use of I & O to ascertain adequate fluid replacement and kidney function.	
Monitor vital signs frequently.		
Discontinue IV and stabilize patient on subcutaneous insulin based on urine testing.	Know the kinds of insulin used in daily regulation of diabetes.	
Evaluate causative factors of the ketoacidosis.	Continue prescribed treatment if physical cause has been ascertained. Use communication and interviewing skills to explore emotional, stress related or management related cause of ketoacidosis.	Appreciate labile nature of juvenile diabetics.
Implement a nursing care plan to ameliorate causative factors.	Use teaching/learning skills to instruct in improved management. Use communication skills to enhance coping and insight ability. Make appropriate referrals for continued care after discharge.	Value family involvement.

CURRICULUM: Associate Degree Nursing
SUBJECT AREA: Emergency Measures
TASK #168: Remove a foreign body obstruction from the upper airway.
COMPETENCY: Implement procedure for removal of a foreign body from the upper airway.
CRITERION: Effectively implemented procedure for the removal of a foreign body from the upper airway.

SKILL	KNOWLEDGE	VALUE/ATTITUDE
	List the signs and symptoms of airway obstruction.	
Implement Heimlich maneuver.	Review the procedure for implementing the Heimlich maneuver of using residual air in lungs to force obstruction from the airway. Know various positions from which maneuver can be performed.	Recognize danger of pushing foreign body in deeper if fingers are used to probe throat.
Utilize back blows, if needed.	Recall use of sharp back blows.	
Assist with **emergency administration** of oxygen or suctioning and/or tracheotomy, if needed.	Know location of emergency equipment and procedure for assisting physician.	

CHAPTER IV

NURSING CURRICULUM STANDARDS

CHAPTER IV

NURSING CURRICULUM STANDARDS

The North Carolina Department of Community Colleges recognizes differences among associate degree nursing programs which reflect institutional objectives, philosophies and resources. The Department recognizes further that approaches in achieving goals of nurse preparation vary. However, there are basic standards which nursing programs must adhere if graduates are to have skills and **understanding** necessary to achieve licensure. The State curriculum standards included in this chapter were developed for associate degree nursing education programs based upon the two curriculum codes (T-059) and (T-116). They were formulated and accepted by the educators involved in associate degree nursing programs.

Each of the four curriculum models in Chapter V include a nursing curriculum standard that meets the requirements of the State standard for associate degree nursing and for vocational nursing if a diploma is awarded.

Technical Education programs in nursing are designed to prepare individuals for employment and completion of the curriculum leads to an Associate in Applied Science (A.A.S.) degree.

The State Board of Community Colleges is given the authority under General Statue 115 A-5 ... to regulate the awarding of degrees. In exercising this authority Title 23 of the North Carolina Administrative Code (2E.0100) (2E.0200) is followed:

1. Work with the trustees of the institution in order to enable the institution to meet standards required by the Board.
2. Approve technical curriculums when the institution has demonstrated and established need and can meet the curriculum, instructional, graduation, faculty and facilities standards.
3. Assign a prefix, code and official title to each curriculum.
4. Withdraw license to grant degrees, diplomas, and certificates if the institution is not maintaining approved program standards or graduation requirements.
5. Approve awarding of quarter hour credit for (.0104)
    a. Each 11 hours of class lecture and other classroom instruction
    b. Each 22 hours of laboratory demonstration, experimentation and practice by students under the supervision of an instructor.
    c. Each 33 hours of manipulative laboratory or clinical practice involving development of manual skills and job proficiency under the supervision of an instructor.
6. Terminate a curriculum not offered for two years by an institution. (.0220, .0201)

7. Develop standards for each curriculum in accordance with guidelines including (a) occupational objectives and competencies, (b) knowledge, skills and attitudes appropriate to the occupation, (c) necessary information about instruments, tools, equipment and processes, and (d) courses or group of courses organized in a logical sequence to meet occupational goals.

8. Approve vocational and technical curriculum standards developed by the Division of Program Services, Department of Community Colleges, and institutions offering the curriculum. (.0203)

   a. Curriculums leading to the Associate of Applied Science (A.A.S.) degree require from 96 to 128 quarter hour credits.

   b. Sixty four to 128 quarter hour credits are required for vocational curriculum leading to a diploma.

   c. The total quarter hour credits required for each curriculum is established at a minimum with a maximum of no more than 10 percent above the minimum within a range of 96 to 128 quarter hour credits. Special justification to the Board is required for curriculums with quarter hour credits above the maximum identified in the standard.

   d. At least eighteen quarter hour credits are required in areas of English, social science and/or the humanities for graduation with

   e. At least six quarter hours credits are required in one or more of the areas of communication skills, applied sciences and applied social studies for graduation with a diploma.

   f. A minimum percentage of quarter hour credits awarded to class work is specified for each curriculum.

   g. Changes in standards for each curriculum requires the approval of the State Board of Community Colleges.

   h. Institutions are responsible for design of the curriculum, however, the curriculum standard is developed jointly with the Department of Community Colleges at the time of application or revision.

   i. A copy of the official curriculum approved by the institution's Board of Trustees and a copy of each revised curriculum will be on file with the Department of Community Colleges prior to implementation by the institution.

The Board of Community Colleges requires adherence to the basic standards and encourages continous progress to enable the programs to meet them. Interpretation of, and assistance toward meeting these standards is provided by the Department of Community Colleges through evaluation and consultation services.

State Board of Community Colleges
Approval: ______________________

Curriculum Standard

STATE BOARD OF COMMUNITY COLLEGES
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

PROGRAM AREA	HEALTH OCCUPATIONS
CURRICULUM CODE & TITLE	Associate Degree Nursing (T-059)
CURRICULUM DESCRIPTION	The Associate Degree Nursing curriculum is designed to prepare graduates to integrate the principles and theories of nursing and the sciences in utilizing the nursing process in the practice of nursing. The practice of nursing by associate degree nursing graduates consists of: (1) assessing the patient's physical and mental health, including the patient's reaction to illness and treatment regimens; (2) recording and reporting the results of the nursing assessment; (3) planning, initiating, delivering, and evaluating appropriate nursing acts; (4) teaching, delegating to or supervising other personnel in implementing the treatment regimen; (5) collaborating with other health care providers in determining the appropriate health care for a patient; (6) implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen; (7) providing teaching and counseling about the patient's health care; (8) reporting and recording the plan for care, nursing care given, and the patient's response to that care; and (9) supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a registered nurse. Individuals desiring a career in registered nursing should take biology, algebra and chemistry courses prior to entering the program.
JOB OPPORTUNITIES	Registered Nurse

FORM DCC 1-15
June 1982

CURRICULUM STANDARD

Subject Categories	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
	Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL/VOCATIONAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	70-82			
RELATED Those courses which are essential as supporting, enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	24-36			
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(6)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	18-30			
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.	0-12			
WORK EXPERIENCE (2E.0104(4) . . . Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. NCAC 2E.0104(b)(4)	0			
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4) MIN.	112			
MAX.	124			
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	55			
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 2E.0203(b)(3) 64 quarter hour credits minimum required for Diploma (NCAC 2E.0203(b)(4) 16 quarter hour credits minimum required for Certificate Curriculum (NCAC 2S.0203(b)(5)	A.A.S.			

567

State Board of Community Colleges
Approval: ____________________

Curriculum Standard

STATE BOARD OF COMMUNITY COLLEGES
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

PROGRAM AREA

HEALTH OCCUPATIONS

CURRICULUM CODE & TITLE

Nursing Education Options: Associate Degree with Practical Nursing (T-116)

CURRICULUM DESCRIPTION

The Nursing Education Options: Associate Degree with Practical Nursing is a unique nursing curriculum designed to prepare graduates to practice as a practical nurse (LPN) or a registered nurse (RN). Students who choose to exit after the first four (4) quarters have received fundamental preparation in nursing enabling them to be eligible to take the licensing examination (NCLEX-PN) required for practice as a Licensed Practical Nurse. Graduates of the second year have developed the knowledge and skills which will enable them to be eligible to take the licensing examination (NCLEX-RN) required to practice as a Registered Nurse. Licensed Practical Nurses who meet specific criteria may also enter this program with advanced credits toward the Associate of Applied Science Degree.

The first year graduate possesses a sound basic knowledge of nursing theory and proficiency in fundamental nursing skills. The graduate may provide care and treatment to selected patients under the supervision of a registered nurse or physician. The practical nurse graduate is prepared specifically to: (1) participate in assessing the patient's physical and mental health; (2) record and report the results of the nursing assessment; (3) participate in implementing the health care plan; (4) reinforce the teaching and counseling of a registered nurse, physician, or dentist; and (5) record and report the nursing care rendered and the patient's response to that care.

The graduate of the second year is prepared to carry out nursing measures as well as medically delegated procedures utilizing the principles and theories of nursing and the sciences. The associate degree graduate is prepared to: (1) assess the patient's physical and mental health; (2) record and report the results of the nursing assessment; (3) plan, initiate and deliver and evaluate appropriate nursing acts; (4) teach, delegate to or supervise other personnel in implementing the treatment regimen; (5) collaborate with other health care providers in determining the appropriate health care for a patient; (6) implement the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen; (7) provide teaching and counseling about the patient's health care; (8) report and record the plan for care, nursing care given, and the patient's response to that care; and (9) supervise, teach and evaluate those who perform or are preparing to perform nursing functions.

JOB OPPORTUNITIES

Licensed Practical Nurse
Registered Nurse

CURRICULUM STANDARD

Subject Categories	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
	Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL/VOCATIONAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	85-98			
RELATED Those courses which are essential as supporting, enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	19-32			
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(8)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	18-31			
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.	0-13			
WORK EXPERIENCE (2E.0104(4) . . . Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. NCAC 2E.0104(b)(4)	0			
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4) MIN.	122			
MAX.	135			
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	60			
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 25.0203(b)(3) 64 quarter hour credits minimum required for Diploma (NCAC 2E.0203(b)(4) 16 quarter hour credits minimum required for Certificate Curriculum (NCAC 2E.0203(b)(5)	A.A.S.			

FORM DLC 1-15
June 1982

CHAPTER V

ASSOCIATE DEGREE NURSING CURRICULUM MODELS

Western Piedmont Community College
Vance-Granville Community College
Guilford Technical Community College
Randolph Technical College

CHAPTER V

ASSOCIATE DEGREE NURSING CURRICULUM MODELS

This chapter presents four curriculum models currently being offered in the North Carolina Community College System. They vary in length and are designed to prepare the graduate for job entry and to write the National Council Examination for registered nurses or for practical nurses when a diploma in practical nursing is awarded.

The curriculum models provide a suggested curriculum by quarters, course descriptions with class, laboratory, clinical practice and quarter hour credits for each of the four curriculums. Examples of curriculum standards, program objectives, philosophy, conceptual framework and admission, progression, graduation and advanced placement policies are included.

The curriculum models provide for advanced placement of qualified graduate and/or licensed practical nurses. The associate degree nursing curriculums exceed the requirements for vocationally prepared practical nursing graduates. Therefore, specific concepts in roles, theories, conceptual frameworks, and clinical practice experiences in assessment and planning techniques are offered to practical nurses upon or prior to program entry.

Two of the curriculum models (T-116 Nursing Education Options: Associate Degree and Practical and T-059 Associate Degree Nursing with Practical Nursing Curriculum Alternative) were designed to provide for graduation of qualified students with a diploma in Practical Nursing (V-038) at the end of the first year. This curriculum approach has proven very successful for the student, the nursing program, and the employing health agency. Students who chose to continue in the Associate Degree Nursing program and must work to continue their education can have a license to practice nursing and they receive higher wages than unlicensed employees. Health agencies benefit by having a qualified licensed employee and the nursing program benefits because the number of students successfully completing the National Licensure Examination for practical nurses at the end of the fourth quarter provides a curriculum evaluation indicator for both faculty and students.

The career mobility curriculum models with educational and philosophical bases have merit as an approach to describing competencies, role behaviors and job expectations for both the practical (vocational) and associate (technical) degree nursing graduates. Thus, in the North Carolina Community College System advanced placement into associate degree nursing is already realized for graduate and/or licensed practical nurses. The identification of competencies based upon roles and job expectations for associate degree nursing graduates can provide the bases for educational mobility into baccalaureate education.

CURRICULUM STANDARD*

Associate Degree Nursing (T-059)

This curriculum is designed to prepare graduates (1) to take the National Council Licensure Examination which is required for practice as a registered nurse, and (2) to provide safe nursing care for individuals in all age groups. The practice of nursing by a registered nurse consists of the following: (1) assessing the patient's reaction to illnesses and treatment regimens; (2) recording and reporting the results of the nursing assessment; (3) planning, initiating, delivering, and evaluating appropriate nursing acts; (4) teaching, delegating to or supervising other personel in implementing the treatment regimen; (5) collaborating with other health care providers in determining the appropriate health care for a patient, but subject to the provisions of G.S. 90-18.2, not prescribing a medical treatment regimen or making a medical diagnosis, except under supervision of licensed physician; (6) implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen; (7) providing teaching and counseling about the patient's health care; (8) reporting and recording the plan for care, nursing care given, and the patient's response to that care; and (9) demonstrating an appreciation for personal growth through independent and continuous learning activities.

Registered nurses may practice in a variety of health care settings such as hospitals, doctors' offices, nursing homes, extended care facilities, mental health centers, schools and industry.

Individuals desiring a career in registered nursing should, if possible, take biology, algebra and chemistry courses prior to entering the program.

JOB OPPORTUNITIES

Registered Nurse (General Duty, Staff)
Nurse, General Duty (DOT 075.374-010)
Nurse, Office (DOT 075.374-014)
Nurse, Private Duty (DOT 075.374-018)
Nurse, Staff, Occupational Health Nursing (DOT 075.374-022)

---

*Western Piedmont Community College

CURRICULUM STANDARD

	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
Subject Categories	Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	68			
RELATED Those courses which are essential as supporting, enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	25			
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(6)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	19			
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.	3-6			
WORK EXPERIENCE (2E.0104(4) . . . Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. NCAC 2E.0104(b)(4)	0			
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4) MIN. MAX.	115			
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	70			
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 2E.0203(b)(3)	A.A.S.			

ASSOCIATE DEGREE NURSING (T-059)
CURRICULUM BY QUARTERS*

FIRST QUARTER			Class	Lab	Clinic	Credit
NUR	101	Nursing I (Fundamentals)	6	2	6	9
NUT	101	Nutrition	3	0	0	3
BIO	210	Anatomy and Physiology I	3	2	0	4
ENG	113	Basic **Composition**	3	0	0	3
			15	4	6	19

SECOND QUARTER			Class	Lab	Clinic	Credit
NUR	102	Nursing II (Nursing of Adults I)	6	2	9	11
BIO	211	Anatomy and Physiology II	3	2	0	4
ENG	115	Technical Writing OR	3	0	0	3
ENG	123	Composition and Introduction to Literature	3	0	0	3
			12	4	9	18

THIRD QUARTER			Class	Lab	Clinic	Credit
NUR	103	Nursing III (Nursing of Adults II)	5	0	12	9
BIO	212	Anatomy and Physiology III	3	2	0	4
PSY	101	General Psychology	3	0	0	3
			11	2	12	16

FOURTH QUARTER			Class	Lab	Clinic	Credit
NUR	104	Nursing IV (Childbearing Families)	5	0	12	9
BIO	215	Microbiology	2	2	0	3
PSY	102	Human Growth and Development	3	0	0	3
			10	2	12	15

FIFTH QUARTER			Class	Lab	Clinic	Credit
NUR	201	Nursing V (Children and Adolescents)	5	0	12	9
SOC	101	Introduction to Sociology	3	0	0	3
CHM	150	Introduction to Applied Chemistry	3	2	0	4
		OR				
CHM	101	General Chemistry	3	2	0	4
			11	2	12	16

*Western Piedmont Community College (Modified)

SIXTH QUARTER			Class	Lab	Clinic	Credit
NUR	202	Nursing VI (Mental Health Nursing)	5	0	15	10
ENG	153	Fundamentals of Speech OR	3	0	0	3
ENG	133	Composition and Documentation	3	0	0	3
		Elective	3	0	0	3
			11	0	15	16
SEVENTH QUARTER						
NUR	203	Nursing VII (Nursing of Adults III)	4	0	15	9
NUR	205	Nursing VIII (Nursing Seminar)	3	0	0	3
		Humanities Elective	3	0	0	3
			10	0	15	15
		TOTALS	80	14	81	115

ASSOCIATE DEGREE NURSING (T-059)
COURSE DESCRIPTIONS BY QUARTERS*

FIRST QUARTER	Class	Lab	Clinic	Credit
NUR 101 Nursing I (Fundamentals)	6	2	6	9

Nursing I is designed to assist the student in understanding the concept and process of adaptation as it relates to needs which are common to all individuals. Emphasis is placed on the utilization of the nursing process as well as the incorporation of knowledge gained from supportive courses. Competencies of the associate degree nurse on entry into practice are introduced with emphasis upon the roles of a provider of care and of a communicator. College laboratory is utilized for learning of basic nursing skills and prcedures. Clinical nursing experiences take place in acute and long-term care facilities.
Prerequisite: Nursing student
Corequisite: None

NUT 101 Nutrition	3	0	0	3

This course is a study of basic nutrition and its relationship to adaptation; functions of food nutrients and the processes of digestion, absorption, and cell metabolism. Safety and security needs are discussed through exploration of physical, psychological, and sociological factors which determine the person's approach to diet. Self-esteem needs are studied through planning for adequate nutrition as it relates to areas of a balanced diet, growth and development, and the selection and care of foods. Physiological needs are reintroduced as the student discovers the relationship between illness and food acceptance and learns specific diet modifications affecting adaptation. Development of positive attitudes toward basic nutrition is emphasized through interpersonal interactions.
Prerequisite: None
Corequisite: None

BIO 210 Anatomy and Physiology I	3	2	0	4

This course is a macroscopic and microscopic study of the human body as a functional unit: principles of chemistry, physics and nutrition as they apply to various systems. Emphasis is on normal structure and function.
Prerequisite: None
Corequisite: None

ENG 113 Basic Composition	3	0	0	3

This course is designed to provide the student an opportunity to develop proficiency in writing the expository paragraph leading to the short expository themes. Emphasis is placed on developing and supporting the topic sentence and thesis statement.
Prerequisite: ENG 100, satisfactory score on the CGP or approval of the department.
Corequisite: None

*Western Piedmont Community College

SECOND QUARTER

	Class	Lab	Clinic	Credit
NUR 102 Nursing II (Nursing of Adults I)	6	2	9	11

Nursing II is designed to provide an introduction to nursing based upon the foundations and practice provided in Nursing I. The concept and process of adaptation as it applies to the individual with normal and disturbed physiological needs is stressed. Emphasis on the utilization of the nursing process and the incorporation of knowledge from supportive courses continued at the second level. Competencies of the associate degree nurse are integrated with emphasis upon roles as a provider of care, as a communicator, and as a client teacher. College laboratory is utilized for continued learning and practice of more advanced nursing skills and procedures. Clinical nursing experiences are provided with the supervision of the clinical instructor in acute and long-term care facilities.
Prerequisites: NUR 101, BIO 210
Corequisite: None

BIO 211 Anatomy and Physiology II	3	2	0	4

A macroscopic and microscopic study of the human body as a functional unit and principles of chemistry, physics and nutrition as they apply to various systems. Emphasis is on normal structure and function.
Prerequisite: BIO 210 or permission of department
Corequisite: None

ENG 115 Technical Writing	3	0	0	3

This course is designed to provide the student with proficiency in writing the technical report. Emphasis is on the organization and techniques of research and documentation and the student will prepare a report related to a specific curriculum.
Prerequisite: ENG 113
Corequisite: None

OR

ENG 123 Composition and Introduction to Literature	3	0	0	3

This course is designed to continue the development of writing proficiency begun in ENG 113. Emphasis will be on the short expository theme based on the study of three types of literature: poems, short stories and plays. Attention will be given to the organization and composition of answers for essay examinations.
Prerequisite: ENG 113
Corequisite: None

THIRD QUARTER

NUR 103 Nursing III (Nursing of Adults II)	5	0	12	9

This course is designed to assist the student in understanding the concepts and process of adaptation as it relates to physiological needs. Emphasis is on the utilization of the nursing process as well as the incorporation of

Class Lab Clinic Credit

knowledge gained from supportive arts and science courses. Competencies of the associate degree nurse are further integrated with emphasis upon the roles of provider of care, communicator, and client teacher. Clinical experiences are primarily in episodic settings.
Prerequisites: NUR 102, BIO 211
Corequisite: None

BIO 212 Anatomy and Physiology III 3 2 0 4

A macroscopic and microscopic study of the human body as a functional unit and principles of chemistry, physics and nutrition as they apply to various systems. Emphasis is on normal structure and function.
Prerequisite: BIO 211 or permission of department
Corequisite: None

PSY 101 General Psychology 3 0 0 3

A basic introduction to the discipline which focuses on the history, theories, and methods of study in psychology. Principles and theories of physiological bases of behavior, sensation and perception, motivation, personality development and assessment, and psychopathology are investgated.
Prerequisite: None
Corequisite: None

FOURTH QUARTER

NUR 104 Nursing IV (Child-Bearing Families) 5 0 12 9

This course is designed to assist the student in understanding principles and practices in family-centered nursing care. Emphases are on: (1) utilization of the nursing process in providing actualization of the child-bearing family through effective adaptation, and (2) specific principles and processes utilized in the care of individuals with needs in the antepartal, postpartal and neonatal periods. Using the competencies, knowledge skills and attitudes learned in supportive arts and science courses the student will be actively involved in learning about the maternity cycle, the growth and development of the fetus and neonate, and complications of pregnancy and care of the mother within her family structure. Competencies are further integrated with emphasis on roles of provider of care, communicator and client teacher. Clinical experiences are in labor, delivery, nursing and postpartum units in general hospitals.
Prerequisites: NUR 103, BIO 212, PSY 101
Corequisite: PSY 102

BIO 104 Microbiology 2 2 0 4

A study of microorganisms including viruses, bacteria, algae, fungi and protozoans. Emphasis is on physical and chemical control, pathogenicity, resistance and immunity.
Prerequisite: BIO 101 or BIO 210
Corequisite: None

Course	Class	Lab	Clinic	Credit
PSY 102 Human Growth and Development	3	0	0	3

A study of basic principles of physiological and psychological growth stages of human beings from conception to death.
Prerequisite: PSY 101
Corequisite: None

FIFTH QUARTER

Course	Class	Lab	Clinic	Credit
NUR 201 Nursing V (Children and Adolescents)	5	0	12	9

Nursing V is designed to assist the nursing student in the study of the comprehensive nursing care of children and adolescents. Emphasis is on the utilization of the nursing process in caring for children and adolescents as they adapt to their environment. The student will build on previously acquired nursing knowledge and skills as well as content from selected arts and sciences, and will utilize concepts of normal growth and development and a basic knowledge of common conditions occuring in children to plan appropriate nursing care based on individual needs. Family-centered care, health teaching and the meaning and significance of health-illness as it relates to the child and his/her family are emphasized. Competencies of the associate degree nurse are integrated progressively as emphasis is upon the roles of provider of care, manager of client care, and member within the profession of nursing. Clinical nursing experiences are in acute and long-term care facilities.
Prerequisites: NUR 104, PSY 102, BIO 104
Corequisite: None

Course	Class	Lab	Clinic	Credit
SOC 101 Introduction to Sociology	3	0	0	3

An introduction to the field of sociology with emphasis on structure of societies, analysis and function of social institutions and groups and relationship of individual to society.
Prerequisite: None
Corequisite: None

Course	Class	Lab	Clinic	Credit
CHM 150 Introduction to Applied Chemistry	3	2	0	4

An introductory chemistry course involving chemical terminology, atomic structure, properties of some elements, and the function of the periodic table. Properties of compounds and mixtures are studied as are types of chemical reactions. Laboratory work consists of various inorganic reactions and preparations.
Prerequisite: MAT 095 or satisfactory score on the math placement test
Corequisite: None

OR

Course	Class	Lab	Clinic	Credit
CHM 101 General Chemistry	3	2	0	4

The fundamental principles of chemistry, including nuclear, atomic and molecular **structure,** classification and properties of elements and their

Class Lab Clinic Credit

compounds, reaction kinetics and equilibrium with introduction to organic chemistry.
Prerequisite: CGP math score sufficient for placement in MAT 114
Corequisite: None

SIXTH QUARTER

NUR 202 Nursing VI (Mental Health Nursing) 5 0 15 10

Nursing VI is designed to provide the student with a basic knowledge and understanding of the adaptive behavior of individuals indicating mental health or disruption of mental health. Emphasis is on an understanding of the basic dynamics of interpersonal relationships and the utilization of the concepts of Maslow's hierarchy of needs in the process of adaptation. Utilization of the nursing process and application of concepts acquired from supportive courses in the arts and sciences is stressed. Competencies of the associate degree nurse are integrated progressively as emphasis is placed upon the roles of provider of care, manager of client care, and member within the profession of nursing. Clinical nursing experiences are in the psychiatric haspital setting, episodic hospital setting, and community agencies.
Prerequisites: NUR 201, SOC 101, BIO 104 or CHM 150 or 101
Corequisite: None

ENG 153 Fundamentals of Speech 3 0 0 3

The study and practice of oral communication. Emphasis is on basic skills, speech, composition, preparation and presentation.
Prerequisite: None
Corequisite: None

OR

ENG 133 Composition and Documentation 3 0 0 3

This course is the final unit in the composition sequence. Emphasis is on the extended essay and the research and organization for the library research paper. The study of the types of literature will be completed with the treatment of the novel.
Prerequisite: ENG 123
Corequisite: None

Elective 3 0 0 3

SEVENTH QUARTER

NUR 203 Nursing VII (Nursing of Adults III) 4 0 15 9

Nursing VII is designed to assist the student in understanding the principles of caring for individuals with nursing needs of an acute or critical nature. Emphasis is on the utilization of the nursing process for individuals with

Class Lab Clinic Credit

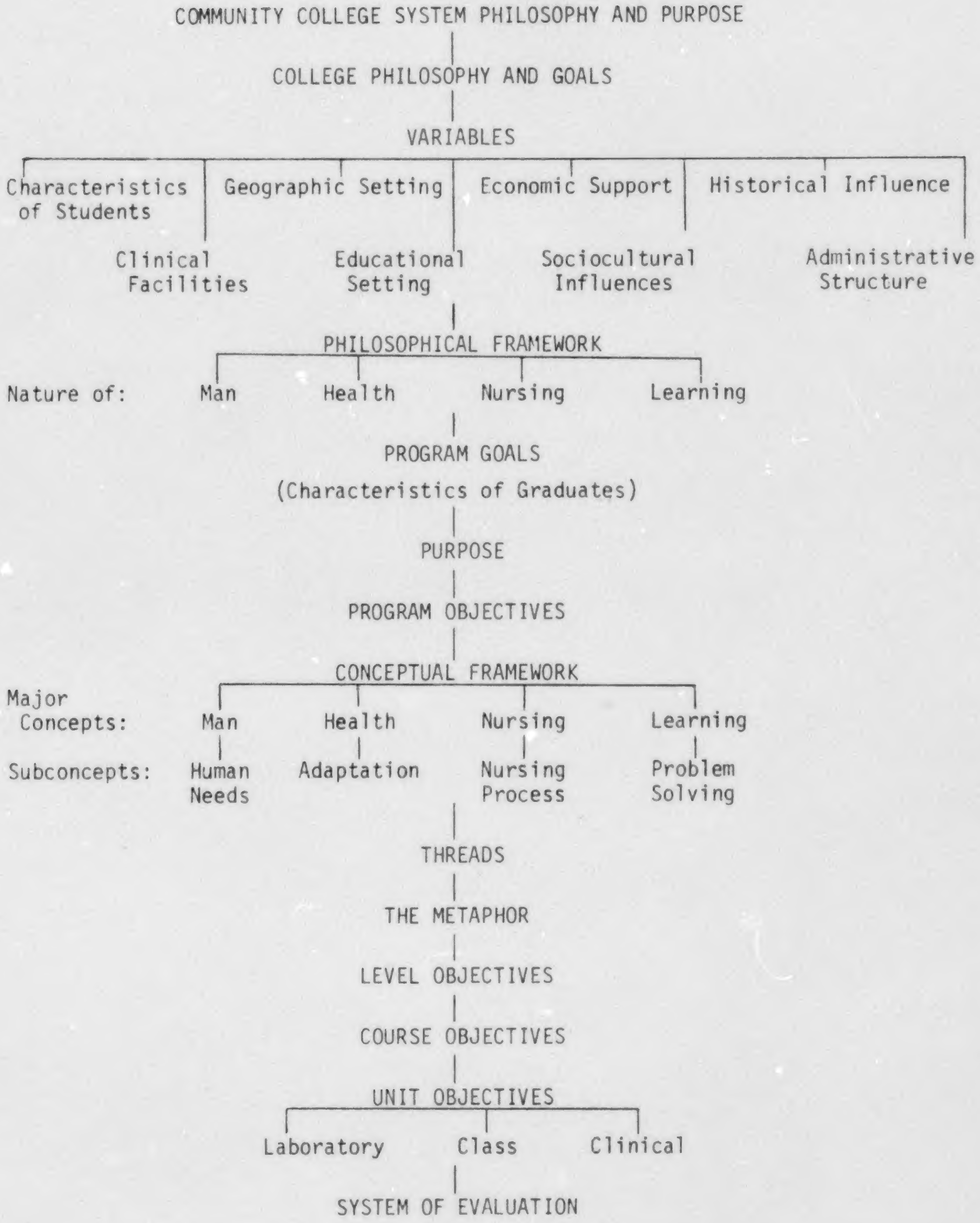
interferences in adaptation and for whom hospitalization in an acute or maximum care setting is required. The student will gain an increased knowledge of principles and processes utilized in the care of the acutely ill patient and his family. Trends and legal issues in nursing care will be discussed. The student will identify the nurse's role as a colleague in health care and an active participant of the health team. Competencies of the associate degree nurse on entry into practice culminate in complete integration with emphasis upon the roles of provider of care, communicator, client teacher, manager of client care, and member within the profession of nursing. Clinical nursing experiences take place in acute care settings and intensive care units in general hospitals.
Prerequisite: NUR 202
Corequisite: None

NUR 205 Nursing VIII (Nursing Seminar) 3 0 0 3

Nursing VIII provides for analysis by the student of select but common reoccurring nursing situations using principles and theories from nursing, social, and natural sciences and the humanities in five major areas of nursing practice along with the roles of practice defined as competencies for graduates of associate degree nursing programs.
Prerequisite: All previous nursing courses
Corequisite: None

Humanities Elective 3 0 0 3

THE CURRICULUM MODEL*


COMMUNITY COLLEGE SYSTEM PHILOSOPHY AND PURPOSE
COLLEGE PHILOSOPHY AND GOALS
VARIABLES
Characteristics of Students
Geographic Setting
Economic Support
Historical Influence
Clinical Facilities
Educational Setting
Sociocultural Influences
Administrative Structure
PHILOSOPHICAL FRAMEWORK
Nature of:
Man
Health
Nursing
Learning
PROGRAM GOALS
(Characteristics of Graduates)
PURPOSE
PROGRAM OBJECTIVES
CONCEPTUAL FRAMEWORK
Major Concepts:
Man
Health
Nursing
Learning
Subconcepts:
Human Needs
Adaptation
Nursing Process
Problem Solving
THREADS
THE METAPHOR
LEVEL OBJECTIVES
COURSE OBJECTIVES
UNIT OBJECTIVES
Laboratory
Class
Clinical
SYSTEM OF EVALUATION

*Western Piedmont Community College, 1983

THE CURRICULUM MODEL: A NARRATIVE

I. College Philosophy and Goals: A statement of the beliefs and goals of the parent institution.

II. Variables: A description of the input elements which directly and/or indirectly influence the curriculum of the nursing program.

   A. Characteristics of Students: A description or composite of the distinctive qualities of students presently enrolled in the nursing program.

   B. Clinical Facilities: A description of the primary and ancillary agencies utilized for the learning experiences of students.

   C. Georgraphical Setting: A description of the location and climate for the setting of the college and nursing program.

   D. Educational Setting: A description of the college and related resources utilized by the students and faculty in the nursing program.

   E. Administration Structure: A organizational presentation of the horizontal and vertical relationships of institutional personnel and committees.

   F. Economic Support: A summary statement of the financial sources for funding of the parent institution and the educational unit.

   G. Sociocultural Influences: A description of the community, social, and cultural factors influencing the college and educational unit in nursing.

   H. Historical Influences: A brief account of historical factors involving the region served by the college.

III. Philosophical Framework: A statement of the beliefs of the nursing faculty regarding Man, Health, Nursing, and Learning.

IV. Program Goals: A description of the characteristics of the graduates of the program at the beginning level of entry into practice as set forth by the National League for Nursing.

V. Purpose: The statement of reasons for the existence of the educational unit in nursing.

VI. Program Objectives: The expected achievement level of students at the end of the program and prior to entry into practice.

VII. Conceptual Framework: A set of statements based on the major concepts, subconcepts and associated propositions on which the nursing program is based and which are reflected throughout the program. These become the primary components for the curriculum development based on the preceding elements in the model.

VIII. Curriculum Threads: The organizing referents which are drawn from and are based on the major concepts and subconcepts. They provide additional structure to the matrix for the courses within the program.

IX. The Metaphor: A brief summarization and description of the curriculum set forth in the form of a metaphor as a basic form of expressed thought. The metaphor is used primarily to assist the student in understanding and utilizing the curriculum model for learning and in the provision of effective nursing care.

X. Level Objectives: The expected achievement level of students at the end of the first level and the end of the second level.

XI. Course Objectives: The achievement level designated for students for each of the seven courses in the program.

XII. Unit Objectives: The achievement level designated for each unit in each course and stated in expressive terms. These are further delineated for classroom, clinical, and college laboratory experiences. The college has the addition of a Performance Checklist for specifically desired behaviors. Both the college laboratory and clinical laboratory have activities specified daily for learning experiences.

XIII. Evaluation: This is a systematic approach to assessment of each of the elements in the program.

PHILOSOPHICAL FRAMEWORK

Introductory Statement

The faculty of the Department of Nursing are committed to the philosophy and goals of the colleges and to the objectives of the North Carolina Department of Community Colleges. The nursing department endorses the concept of open-door admission to the college, but further recognizes the need for restrictions on admissions to the Department of Nursing.

The nursing faculty emphasizes a more humanistic than behavioral approach to learning while providing a broad foundation in the sciences and other supportive courses.

Statement of Philosophy

Man. We believe that man is a unique, dynamic being with the potential for self-actualization. Man is in the constant process of interaction with himself and with the environment. Man has the ability to adapt and to reach his fullest potential with regard to his basic needs and as he interacts with other persons in society.

Health. Man fluctuates on the continuum of health-illness throughout his process of adaptation. Health is based on man's ability to meet his needs. Health-illness is a process rather than a state of being. Man has the fundamental right to effective health care.

Nursing. Nursing is a process of assisting individuals with actualization based on their needs for the prevention of illness; promotion and maintenance of health; and facilitation of the life cycle. Nursing is based on nursing principles and those from supportive art and science courses. These form the basis of the nursing process utilized in the meeting of the needs of patients. Associate degree nursing is the process of assisting the individual with self-actualization based on his needs for interventions in commonly recurring problems. Associate degree nursing education is directed primarily toward the care of individuals in the episodic setting. The associate degree nurse functions both individually and as a member of the health care team, working interdependently with other health care providers. The associate degree nurse graduate in this community is further expected to possess beginning level skills as a team leader. Associate degree nursing is dynamic and in the process of change.

Learning. Man has the inherent need to learn, although at varying levels. The nursing students need to be actively involved in the learning process. Learning is both a continuous and life-long process involving self-evaluation as well as the evaluation by others and of others. The motivation for learning is based on success and the reinforcement of previous knowledge. Learning is based on problem solving in general, and more specifically, as it relates to the nursing process. It involves a maturation process with **the** student and faculty working together. The instructor guides, directs, and facilitates the learning process. The graduate is encouraged to continue learning and actively participate in nursing organizations.

RELATIONSHIP OF NURSING PHILOSOPHY AND COLLEGE PHILOSOPHY

The college focuses its efforts on the needs of individuals as learners and the needs of the community for which the institution was founded. The Department of **Nursing** channels this emphasis toward the needs of the patient within the community as a human being undergoing adaptation and in the need of services which the nursing student can provide. Both the college and the Department are committed to adult educational opportunities, responsible behavior, and the interdependence of fields of knowledge. The student is encouraged to participate actively in the problem-solving process while becoming a more responsible citizen and health care provider.

PROGRAM GOALS

CHARACTERISTICS OF ASSOCIATE DEGREE EDUCATION IN NURSING*

1. Participate with other members of the health team in rendering care to individuals.
2. Use principles from an ever-expanding body of knowledge.
3. Assess the individual's nursing needs.
4. **Plan day-to-day** care of individuals.
5. Select appropriate nursing measures with knowledge and precision.
6. **Imple**ment measures to alleviate distress.

---

*National League for Nursing, 1970

587

7. Perform nursing and other therapeutic measures with a high degree of skill.
8. Evaluate the individual's reaction to therapy.
9. Supervise other workers in the technical aspects of care.

PURPOSE

The purposes of the Department of Nursing are (1) to prepare associate degree nurses who are able to function effectively as beginning staff nurses upon entry into nursing practice, and (2) to strive for excellence in preparing graduate nurses who are able to provide quality nursing care, advance in the practice of nursing, and function effectively as integral members of the health care team.

OBJECTIVES OF THE NURSING CURRICULUM

1. Assist individuals within the family unit toward adaptation on the health/illness continuum.
2. Utilize principles and concepts from selected arts and sciences in the application of the nursing process.
3. Utilize the nursing process in meeting the individualized needs of the patient with commonly recurring problems.
4. Perform nursing measures with competence when meeting short-term patient care goals.
5. Function as an integral member of the nursing and health care team.
6. Demonstrate an appreciation for personal growth through independent and continuous learning activities.

CONCEPTUAL FRAMEWORK

Man/Human Needs. Man is a unique and dynamic individual striving to meet his needs through interactions with his environment. Human needs, according to Maslow, are arranged in a hierarchy, with higher needs emerging as lower needs are met. Society is a collection of unique individuals interrelated by families within their cultural setting.

Health/Adaptation. Health is the process of adaptation in which the individual is able to function to the optimum extent of his potential in meeting his needs. Individuals are continually fluctuating on the health-illness continuum.

Nursing/Nursing Process. Nursing is a process designed to assist man in meeting his needs as he adapts on the health-illness continuum, to reach his fullest potential and self-actualization. Communication, as the foundation of interactions, is fundamental to effective nursing care. The nursing process of assessment, planning, intervention, and evaluation is the primary tool used by the nurse in the meeting of man's needs. The nurse interacts with persons at varying stages of growth and development.

Learning/Problem Solving. Learning as a basic human need is a continuous change in behavior. Learning has the greatest meaning when it involves the active participation of the student in the problem-solving process. The nursing student as a learner is encouraged to utilize and develop skills, knowledge, values, and experiences which can be effectively applied in the health care setting.

THREADS

Curriculum threads have been identified and developed in the program. They include:

Communication
Health-Illness (continuum)
Nutrition
Pharmacology
Personal Development
Nursing Process
Growth and Development

The following indicates how these are reflected within the course of study.

Communication

Principles of communication, both therapeutic and non-therapeutic, are introduced in the first nursing course (NUR 101). These are expanded and emphasized throughout the program. The student is assisted with growth in communication skills in each quarter. A process recording is completed with each patient care study. The student utilizes communication skills initially with a single patient and later expands this to include a small group of persons such as peers.

Health Illness

The student is assisted in perceiving the patient as changing on the health-illness continuum rather than as a static being. With each nursing care study, the student assesses whether the patient is adapting and whether individual needs for health are being met.

Content within **each nursing course begins with a health orientation and then moves to illnesses resulting from unmet needs.** Further, it moves from commonalities to specifics with a focus on commonly recurring problems. The student becomes familiar with the concepts of health and illness during the first quarter; these continue to build, culminating with more acute needs in the last quarter of the program.

Nutrition

Nutritional needs are introduced briefly in the first quarter as they are a part of Maslow's Hierarchy of Needs. In the second quarter, a nutrition course is added, concurrent with NUR 102. Diet therapy and nutritional needs are integrated throughout the remainder of the program. They are an integral part of the nursing assessment (nutritional history, nursing care study, and nursing care plan). The student incorporates nutrition into the care of each patient as a basic need of man.

Pharmacology

Concepts of pharmacology are introduced in the first quarter of the program. Basic skills are incorporated into the laboratory experiences. Specific medications are included within units of study throughout the program as they relate to the material being studied.

Personal Development

Objectives focusing on personal development are included in the clinical portion of each course document. These are utilized daily in the clinical setting by the student and instructor. Individual growth is fostered through the problem-solving approach, self-evaluation, and evaluation by peers. The responsibility of the student increases throughout the program.

Nursing Process

The nursing process is introduced in NUR 101. It is expanded and clarified throughout the program. Daily nursing care plans are completed by each student. A nursing care study is done during each quarter to provide for more depth in knowledge. Standards of care are provided for students to utilize in planning for each patient.

Growth and Development

Developmental tasks are introduced in NUR 101 and expanded later in the program. During the first three quarters, emphasis is placed on the adult patient. In the fourth quarter, the child-bearing family is the focus, while in the fifth quarter, the student focuses on the needs of children and adolescents as the next developmental stages. During the sixth quarter all ages are included for study. The final quarter of the program once again emphasizes the adult, his/her family and significant others.

T-059 ASSOCIATE DEGREE NURSING
POLICY FOR ADVANCED PLACEMENT*

1. Applicants are requested to write a formal letter, stating their educational and nursing practice background and educational goals, and then make an appointment with the chairman of the nursing department to discuss their plans.

2. Each applicant must meet the admission criteria for the nursing department as set forth in admission policies, prior to the time of acceptance for the advanced placement examination(s). Each applicant must have the permission of the nursing department to take these examinations.

3. Each applicant must provide validation of previous structured learning experiences relevant to the course(s) for which he/she is requesting the examination. This validation is to be in the form of a diploma, certificate, transcript, or other demonstrable record of attendance and success.

4. Three professional references are required. These are to be from the most recent or current employers. If the applicant has been employed in a position of providing nursing care, or employed in an allied health field within the last twelve months, the references are to include an immediate supervisor and the nursing administrator of the institution. If the person has been enrolled in another nursing program within the past three years, a letter of reference may be requested from a faculty member or chairman of that nursing program.

5. Payment of course fees and professional liability insurance are required prior to the administration of the examination. The student must be officially enrolled in the course before the examination can be taken.

6. Generally, advanced placement examinations will be given only at the beginning of the course which is to be challenged.

7. Each student in the nursing program is to meet general college academic and student policy requirements. This includes residency requirements.

8. A qualified student may request to take examinations for advanced placement for all quarters in the nursing program except NUR 207.

9. On specified dates, there will be a classroom (written) examination administered. Upon successful completion (77 percent or above) of this test, the student will be scheduled for the clinical examination. A satisfactory grade in the clinical areas, based on the successful meeting of specified critical objectives, and a satisfactory grade on the classroom examination are required for the successful challenge of the course. Each critical objective must be met successfully for a satisfactory clinical performance. A satisfactory nursing care plan is also required.

---

*Western Piedmont Community College, 1983

10. The date of the classroom and clinical examinations will be posted in advance. A copy of course documents, the names of textbooks, and potential resources will be made available to the student. The student is reminded that it is his/her responsibility to prepare for the examination, and not the responsibility of the faculty to tutor the student.

11. During the clinical examination, there will generally be two faculty members present to provide for the assessment of the ability of the student to meet the critical objectives of the course.

12. The instructors giving the examination will select the clinical resources to be utilized, the patients to be cared for, and the time and date of the examinations.

13. A student may take the advanced placement examination for a course one time only.

14. Clinical assignments will be posted prior to the time of the clinical examination. The student has the opportunity to, and is encouraged to be prepared to take care of the patient(s) assigned for the clinical performance examination. The quality of the nursing care given should be consistent with the level of the course objectives for the course being challenged.

15. The student must make an appointment and meet with the designated faculty prior to the time of the challenge examination.

16. Upon admission for challenge, the student is accountable for departmental policies as any other nursing student. The applicant is encouraged to thoroughly review the program, its policies, conceptual framework, and objectives prior to the time of the examination.

17. When a student successfully challenges a nursing course, the course will be posted on the student's transcript. This will be in the form of a CR indicating that credit was given for the course. The CR does not affect the student's grade point average, but the course does count toward credit hours earned at the institution.

18. When a student does not pass the advanced placement examination, he/she continues in the program and that course as a regular student. No penalty is given for failure to pass the examination.

19. Progression and graduation policies apply to all nursing students.

CURRICULUM STANDARD*

Associate Degree Nursing (T-059) (7 Quarters)
Associate Degree Nursing (T-059) For Graduate or Licensed Practical Nurses (4 Quarters)
Practical Nursing Curriculum Alternative (V-038) (1 Quarter)

The Associate Degree Nursing, seven quarter curriculum, prepares the graduate to implement the nursing process for nursing care given to clients with physical and mental problems. The associate degree nurse is prepared to assess the client's problems; make the nursing diagnosis for common problems; plan, implement and evaluate nursing care which includes both medical and nursing orders; and supervise licensed practical nurses and other auxiliary health care personnel. The registered nurse may practice in a variety of health care settings such as hospitals, nursing homes, extended care facilities, doctors' offices, mental health centers, and industry.

Graduate and licensed practical nurses who qualify may enter the Associate Degree Nursing program at the beginning of the fourth quarter and complete the program at the end of the seventh quarter. Graduates are eligible to take the National Council Licensure Examination which is given by the North Carolina Board of Nursing and is required for practice as a registered nurse (RN).

The Practical Nursing Curriculum Alternative (V-038) provides, in the fourth quarter, the additional nursing courses required for graduation with a diploma in practical nursing. The licensed practical nurse (LPN) is prepared to provied nursing care to selected clients under the supervision of a registered nurse or physician. The icensed ractical urse is expected to use basic nursing knowledge and skills in carrying out medical and nursing orders. She/he may practice in hospitals, nursing homes, extended care facilities, clinics, and doctors' offices.

Practical nursing graduates are eligible to take the National Council Licensure Examination for practical nurses which is given by the North Carolina State Board of Nursing and is required for practice as a licensed practical nurse.

All applicants must complete high school, including biology, algebra, and chemistry prior to entering the program.

JOB OPPORTUNITIES

Associate Degree Nursing

Nurse, General Duty (DOT 075.374-010)
Nurse, Office (DOT 075.374-014)
Nurse, Private Duty (DOT 075.374-018)
Nurse, Staff, Occupational Health Nursing (DOT 075.374-022)

Licensed Practical Nursing

Nurse, Licensed Practical (DOT 079.374-014)

---

*Vance-Granville Community College, 1983

60

CURRICULUM STANDARD

MINIMUM/MAXIMUM RANGE
OF QUARTER HOUR CREDITS

Subject Categories	Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	80		50	
RELATED Those courses which are essential as supporting, enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	23		16	
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(6)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	18		6	
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.	0-6		0-3	
WORK EXPERIENCE (2E.0104(4) . . . Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. NCAC 2E.0104(b)(4)	0		0	
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4) MIN. MAX.	121 124 (with advanced placement)		72	
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	65		60	
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 2E.0203(b)(3) 64 quarter hour credits minimum required for Diploma (NCAC 2E.0203(b)(4)	A.A.S.		Diploma	

ASSOCIATE DEGREE **NURSING** (T-059)

CURRICULUM BY QUARTERS*

FIRST QUARTER	Class	Lab	Clinic	Credit
NUR 101 Nursing Fundamentals	6	4	3	9
NUT 101 Nutrition and Diet Therapy	3	0	0	3
BIO 101 Anatomy and Physiology I	3	2	0	4
PSY 101 General Psychology	3	0	0	3
	15	6	3	19
SECOND QUARTER				
NUR 102 Nursing Adults and Children I	6	0	12	10
BIO 102 Anatomy and Physiology II	3	2	0	4
PSY 102 Growth and Development-Life Span	3	0	0	3
MAT 101 Drug Dosages and Measurements	2	0	0	2
	14	2	12	19
THIRD QUARTER				
NUR 103 Nursing Adults and Children II	6	0	12	10
NUR 105 Pharmacology	3	0	0	3
BIO 103 Advanced Physiology	3	0	0	3
ENG 120 College Composition OR	3	0	0	3
ENG 101 Technical Composition	3	0	0	3
	15	0	12	19
FOURTH QUARTER				
NUR 201 Nursing Adults and Children III OR	6	0	15	11
NUR 108 Obstetrics	6	0	15	11
BIO 104 Microbiology	3	2	0	4
ENG 121 College Composition II OR	3	0	0	3
ENG 103 Technical Report Writing	3	0	0	3
	12	2	15	18
FIFTH QUARTER				
NUR 201 Nursing Adults and Children III OR	6	0	15	11
NUR 108 Obstetrics	6	0	15	11
ENG 122 College Composition III OR	3	0	0	3
ENG 102 Oral Communications	3	0	0	3
SOC 101 General Sociology	3	0	0	3
	12	0	15	17
SIXTH QUARTER				
NUR 202 Mental Health Nursing	8	0	15	13

*Vance-Granville Community College, 1983

SEVENTH QUARTER	Class	Lab	Clinic	Credit
NUR 203 Nursing Adults and Children IV	6	0	15	11
NUR 205 Nursing Seminar	2	0	0	2
Required Elective (General Education)	3	0	0	3
	11	0	15	16
TOTALS	87	10	87	121

597

ASSOCIATE DEGREE NURSING (T-059)
CURRICULUM ALTERNATIVE FOR GRADUATE OR LICENSED PRACTICAL NURSES
CURRICULUM BY QUARTERS*

THIRD QUARTER	Class	Lab	Clinic	Credit
NUR 200 Nursing Process and Patient Evaluation	2	2	0	3

FOURTH QUARTER	Class	Lab	Clinic	Credit
NUR 201 Nursing Adults and Children III OR	6	0	15	11
NUR 108 Obstetrics	6	0	15	11
BIO 104 Microbiology	3	2	0	4
ENG 121 College Composition II OR	3	0	0	3
ENG 103 Technical Report Writing	3	0	0	3
	12	2	15	18

FIFTH QUARTER	Class	Lab	Clinic	Credit
NUR 201 Nursing Adults and Children III OR	6	0	15	11
NUR 108 Obstetrics	6	0	15	11
ENG 122 College Composition III OR	3	0	0	3
ENG 102 Oral Communications	3	0	0	3
SOC 101 General Sociology	3	0	0	3
	12	0	15	17

SIXTH QUARTER	Class	Lab	Clinic	Credit
NUR 202 Mental Health Nursing	8	0	15	13

SEVENTH QUARTER	Class	Lab	Clinic	Credit
NUR 203 Nursing Adults and Children IV	6	0	15	11
NUR 205 Nursing Seminar	2	0	0	2
Required Elective (General Education)	3	0	0	3
	11	0	15	16

Prerequisites for Program Entry and/or Transfer Credits

Related	Credit	Nursing	Credit	General	Credit
BIO 101, 102, 103, 104	11	NUR 101	9	PSY 101	3
NUT 101	3	NUR 102	10	ENG 101	3
PSY 102	3	NUR 103	10		6
MAT 101	2	NUR 105	3		
	19		32		

*Vance-Granville Community College, 1983

PRACTICAL NURSING CURRICULUM ALTERNATIVE (V-038)

CURRICULUM BY QUARTERS*

FIRST QUARTER	Class	Lab	Clinic	Credit
NUR 101 Nursing Fundamentals	6	4	3	9
NUT 101 Nutrition and Diet Therapy	3	0	0	3
BIO 101 Anatomy and Physiology I	3	2	0	4
PSY 101 General Psychology	3	0	0	3
	15	6	3	19
SECOND QUARTER				
NUR 102 Nursing Adults and Children I	6	0	12	10
BIO 102 Anatomy and Physiology II	3	2	0	4
MAT 101 Drug Dosages and Measurements	2	0	0	2
PSY 102 Growth and Development-Life Span	3	0	0	3
	14	2	12	19
THIRD QUARTER				
NUR 103 Nursing Adults and Children II	6	0	12	10
NUR 105 Pharmacology	3	0	0	3
ENG 120 College Composition I OR	3	0	0	3
ENG 101 Technical Composition	3	0	0	3
	12	0	12	16
FOURTH QUARTER				
NUR 1108 Obstetrics	3	0	9	6
NUR 1109 Nursing Adults and Children III	6	0	9	9
NUR 1106 Nursing Seminar	3	0	0	3
	12	0	18	18
TOTALS	53	8	45	72

*Vance-Granville Community College, 1983

ASSOCIATE DEGREE NURSING (T-059)
COURSE DESCRIPTIONS BY QUARTERS*

FIRST QUARTER	Class	Lab	Clinic	Credit
NUR 101 Nursing Fundamentals	6	4	3	9

Nursing Fundamentals is an introduction to nursing, the health care system, the concept of wellness-illness continuum and the nursing process. The nursing process is used to assess the fourteen basic human needs of man. Emphasis is on the therapeutic communication. Theory, scientific principles, and procedures for basic nursing skills are taught, demonstrated, and practiced in class, the nursing laboratory and nursing units in the general hospital.
Prerequisite: None
Corequisite: None

NUT 101 Nutrition and Diet Therapy	3	0	0	3

Nutrition and Diet Therapy introduces the learning concepts of change and balance as a fundamental framework for the study of nutrition. Includes the composition of food, the digestion, absorption, and metabolism of the seven basic nutrients, and the basic four food groups. The results of deficiencies, the factors that influence food habits, and nutritional requirements in all age groups are studied. Therapeutic diets are introduced.
Prerequisite: None
Corequisite: None

BIO 101 Anatomy and Physiology I	3	2	0	4

Anatomy and physiology I is an introductory course in the normal structure and function of the human body systems designed to provide knowledge and understanding of the integumentary, digestive, urinary, cardiovascular, lymphatic, and skeletal systems as well as the basic cellular physiology of tissues. Interrelationships between these organ systems and their tissues are emphasized. Selected laboratory exercises provide for demonstration of structure and function of select systems.
Prerequisite: None
Corequisite: None

PSY 101 General Psychology	3	0	0	3

General psychology is a study of the various fields of psychology; the developmental processes, motivation, emotion, frustration, adjustment, mental health, attention and perception, and problems in group living.
Prerequisite: None
Corequisite: None

*Vance-Granville Community College, 1983

SECOND QUARTER

Course	Class	Lab	Clinic	Credit
NUR 102 Nursing Adults and Children I	6	0	12	10

Nursing Adults and Children I is an introduction to medical-surgical nursing theory and clinical practice utilizing the nursing process and nursing diagnosis concepts. Client assessment, identification of common problems, making the nursing diagnosis, and planning and evaluating client care will be discussed for children and adult clients with alterations in health and illness, surgical needs, cancer, terminal illness, and diseases of musculoskeletal and gastrointestinal systems. Diet therapy and pharmacotherapeutics are included in the client care plan. Orem's Self-Care Model and Roy's Adaptation Model will be used as a basis for planning nursing care.
Prerequisites: BIO 101, PSY 101, NUT 101, NUR 101
Corequisites BIO 102, PSY 102, MAT 101

BIO 102 Anatomy and Physiology II	3	2	0	4

Anatomy and Physiology II is a continuation from BIO 101 including the nervous, endocrine, respiratory, reproductive, muscular, and special sense systems.
Prerequisite: BIO 101 or permission of instructor
Corequisite: None

PSY 102 Growth and Development-Life Span	3	0	0	3

Growth and Development-Life Span is a course for study of human growth and development from conception through death. The course emphasizes the genetic, biological, environmental, and socio-cultural influences on development; different characteristic changes, when they occur, and what causes them to occur during the various stages of growth and development.
Prerequisite: PSY 101
Corequisite: None

MAT 101 Drug Dosages and Measurements	2	0	0	2

Drug Dosages and Measurements includes a review of basic mathematical skills and an introduction to the systems used in measuring drugs and solutions. Methods of conversion between the systems and drug dosage calculations are included.
Prerequisite: None
Corequisite: None

THIRD QUARTER

NUR 103 Nursing Adults and Children II	6	0	12	10

Nursing Adults and Children II is a continuation of medical-surgical nursing theory and clinical practice utilizing the nursing process and nursing diagnosis concepts. Client assessment, identifications of common problems, making the nursing diagnosis and planning client care will be discussed for adults and children with diseases of cardiovascular, urinary, reproductive, integumentary, auditory and speech systems. Diet therapy and pharmacotherapeutics are included in the care plan. Orem's Self-Care Model and Roy's Adaptation

Model are used as a basis for planning nursing care.
Prerequisite: NUR 102
Corequisite: None

NUR 105 Pharmacology 3 0 0 3

An introductory course in pharmacotherapeutics. Medication sources, preparations, actions, standards, and names are presented. Emphasis is placed on correct preparation, safe administration, and client's response to medications. Actions and other pharmacologic properties of medications in each classification are studied. Assessment of the client before and after medication administration is stressed. Laboratory and clinical practice in preparation and in administration of oral and parental medication are provided.
Prerequisite: NUR 101
Corequisite: None

BIO 103 Advanced Physiology 3 0 0 3

Advanced Physiology is a study of the various physiological processes characteristic of living organisms. The functioning of organ systems with the focus on interrelationships between the systems in the maintenance of homestasis and other selected topics in vertebrate physiology; characteristics of muscles, electrical properties of nerve conduction, reflex function, blood and circulation, respiration and kidney function. (Not required for practical nursing students.)
Prerequisite: BIO 102
Corequisite: None

ENG 120 College Composition I 3 0 0 3

College Composition I emphasizes writing of the five-paragraph essay, requiring the student to use a variety of expository methods. This course is the first of three composition course required of all students enrolled in the College Transfer Program.
Prerequisite: None
Corequisite: None

OR

ENG 101 Technical Composition 3 0 0 3

This course consists of a short grammar review and extensive paragraph and theme writing. The major emphasis is writing error-free paragraphs and longer themes and reports pertaining to select technical fields.
Prerequisite: None
Corequisite: None

Associate Degree Nursing (T-059)
Curriculum Alternative for Graduate and Licensed Practical Nurses Only

THIRD QUARTER	Class	Lab	Clinic	Credit
NUR 200 Nursing Process and Patient Evaluation	2	2	0	3

Nursing Process and Patient Evaluation includes theory and practice in using the nursing process and client assessment skills. Laboratory experiences include demonstration and practice of techniques useful in assessing the head, neck, chest, cardiovascular system, breasts, genitourinary system, abdomen, musculoskeletal system, neurosensory system, and nutritional status.

Required for graduate and licensed practical nurses before entry into the fourth quarter of the Associate Degree Nursing program (T-059).
Prerequisite: None Corequisite: None

FOURTH QUARTER PRACTICAL NURSING CURRICULUM ALTERNATIVE (V-038) (For Practical Nursing Majors Only)

NUR 1108 Obstetrics	3	0	9	6

Using the nursing process and nursing diagnosis, the basic concepts in maternal and child nursing are introduced. Client assessment, identification of common problems, making the nursing diagnosis, and planning client care will be discussed for clients in the antepartum, intrapartum, postpartum, newborn, and childhood periods. Common problems of pregnancy and the newborn will be introduced. Using the systems approach, common illnesses in the stages of childhood and their impact on the child and family will be discussed.
Prerequisite: NUR 103, NUR 105 Corequisite: None

NUR 1109 Nursing Adults and Children III	6	0	9	9

A continuation of medical-surgical nursing theory and clinical practice utilizing the nursing process and nursing diagnosis concepts. The role of the licensed practical nurse in client assessment, identification of common problems, making the nursing diagnosis, and planning client care will be discussed for patients with infectious, respiratory, neurosensory, and endocrine systems diseases and drug overdosages and toxic substance reactions.
Prerequisite: NUR 103, NUR 105 Corequisite: None

NUR 1106 Practical Nursing Seminar	3	0	0	3

Practical Nursing Seminar provides an introduction to the legal aspects of nursing practice. The more common legal problems and ways to avoid legal entanglements are discussed. Ethical and legal responsibility in controversial nursing situations are presented and discussed. Professional organizations are presented with emphasis placed on those applicable for the licensed practical nurse. Roles of the Licensed Practical Nurse and job opportunities are explored in depth.
Prerequisite: None Corequisites: NUR 1108, NUR 1109

FOURTH QUARTER Class Lab Clinic Credit

NUR 201 Nursing Adults and Children III 6 0 15 11

A continuation of medical-surgical nursing theory and clinical practice utilizing the nursing process, nursing diagnosis, client care management, and client teaching concepts. Client assessment, identification of common problems, making the nursing diagnosis, and planning client care are discussed for adults and children with alterations and diseases of the respiratory, neurosensory, visual, and endocrine systems. Diet therapy and pharmacotherapeutics are included in the client care plan. Orem's Self-Care Model and Roy's Adaptation Model are used as a basis for planning nursing care.
Prerequisites: BIO 103, NUR 103, NUR 105
Corequisite: BIO 104

OR

NUR 108 Obstetrics 6 0 15 11

Obstetrics introduces the basic and more complex concepts in obstetrical nursing. Nursing process and nursing diagnosis are used to assess the family, identify common problems, and plan family care during the antepartal, intrapartal, postpartal, and newborn periods. Common and more complex problems of pregnancy and the newborn will be discussed. Clinical experiences will include using the nursing process to assess, plan, implement, and evaluate nursing care for the intrapartal, postpartal, and newborn clients in normal and more complex situations.
Prerequisites: BIO 103, NUR 103, NUR 105
Corequisite: None

BIO 104 Microbiology 3 2 0 4

An introduction to microorganisms including viruses, rickettsia, bacteria, fungi, and protozoa. Emphases are medical and nursing oriented providing basic principles of microbiology, immuniology and various methods of control as related to pathogenic organisms. Selected laboratory assignments provide for demonstration of these principles.
Prerequisite: BIO 103
Corequisite: None

ENG 121 College Composition II 3 0 0 3

College Composition II emphasizes writing grammatically correct expository and argumentative themes based on assigned short stories and one novel. It is the second of three composition courses required for all students enrolled in the college transfer program.
Prerequisite: ENG 120
Corequisite: None

OR

ENG 103 Technical Report Writing 3 0 0 3

Technical Report Writing involves extensive theme writing and a research

	Class	Lab	Clinic	Credit

report. Major emphasis is on practical application of rhetorical principles and report writing used in employment.
Prerequisite: ENG 101
Corequisite: None

FIFTH QUARTER

	Class	Lab	Clinic	Credit
NUR 201 Nursing Adults and Children III	6	0	15	11

A continuation of medical-surgical nursing theory and clinical practice utilizing the nursing process, nursing diagnosis, client care management, and client teaching concepts. Client assessment, identification of common problems, making the nursing diagnosis, and planning client care for adults and children with alterations and diseases of the respiratory, neurosensory, visual, and endocrine systems are emphasized. Diet therapy and pharmacotherapeutics are included in the client care plan. Orem's Self-Care Model and Roy's Adaptation Model are used as a basis for planning nursing care.
Prerequisites: BIO 103, NUR 103, NUR 105, BIO 104
Corequisite: None

OR

	Class	Lab	Clinic	Credit
NUR 108 Obstetrics	6	0	15	11

Obstetrics provides for study of the basic and more complex concepts in obstetrical nursing. Nursing process and nursing diagnosis are used to assess the family, identify common problems, and plan family care during the antepartal, intrapartal, postpartal, and newborn periods. Common and more complex problems of pregnancy and the newborn are also studied. Clinical experiences include using the nursing process to assess, plan, implement, and evaluate nursing care for the intrapartal, postpartal, and newborn clients in normal and more complex situations.
Prerequisites: BIO 103, NUR 103, NUR 105, BIO 104
Corequisite: None

	Class	Lab	Clinic	Credit
ENG 122 College Composition III	3	0	0	3

College Composition III emphasizes writing grammatically correct, expository and argumentative essays on assigned poems and plays. This is the last of three composition courses required of all students enrolled in the College Transfer Program.
Prerequisite: ENG 121
Corequisite: None

OR

	Class	Lab	Clinic	Credit
ENG 102 Oral Communications	3	0	0	3

Oral Communications is a study of principles and practices of speechmaking. The major emphasis is on presenting well constructed and delivered speeches with a minimum of grammatical errors in formal and informal situations.
Prerequisite: None
Corequisite: None

Class Lab Clinic Credit

SOC 101 General Sociology 3 0 0 3

General Sociology includes the principles of sociology and culture, collective behavior, community life, social institutions and social change; study of man's behavior in relation to other men, the general laws affecting the organization of such relationships and the effects of social life on human personality and behavior.
Prerequisite: None
Corequisite: None

SIXTH QUARTER

NUR 202 Mental Health Nursing 8 0 15 11

Mental Health Nursing provides for assessing the dynamics of bahavior and identifying interpersonal needs. Emphasis is placed on communications and interpersonal interviews as a means of attaining these goals. Mental health nursing and psychiatric concepts, basic psychiatric care and problematic behavior and nursing actions are included. Selected class and clinical learning experiences involve the therapeutic use of self with the patient in identifying human needs and problems using goal-directed approaches and evaluating results as a continuous process in coping behaviors. Selection of learning experiences in class and clinical is influenced by an assessment of students' needs in relation to the course objectives. Students are encouraged to view themselves and the patients as individuals with individual needs and mechanisms of adjustment.
Prerequisites: PSY 101, PSY 102, NUR 103
Corequisite: None

SEVENTH QUARTER

NUR 203 Nursing of Adults and Children IV 6 0 15 11

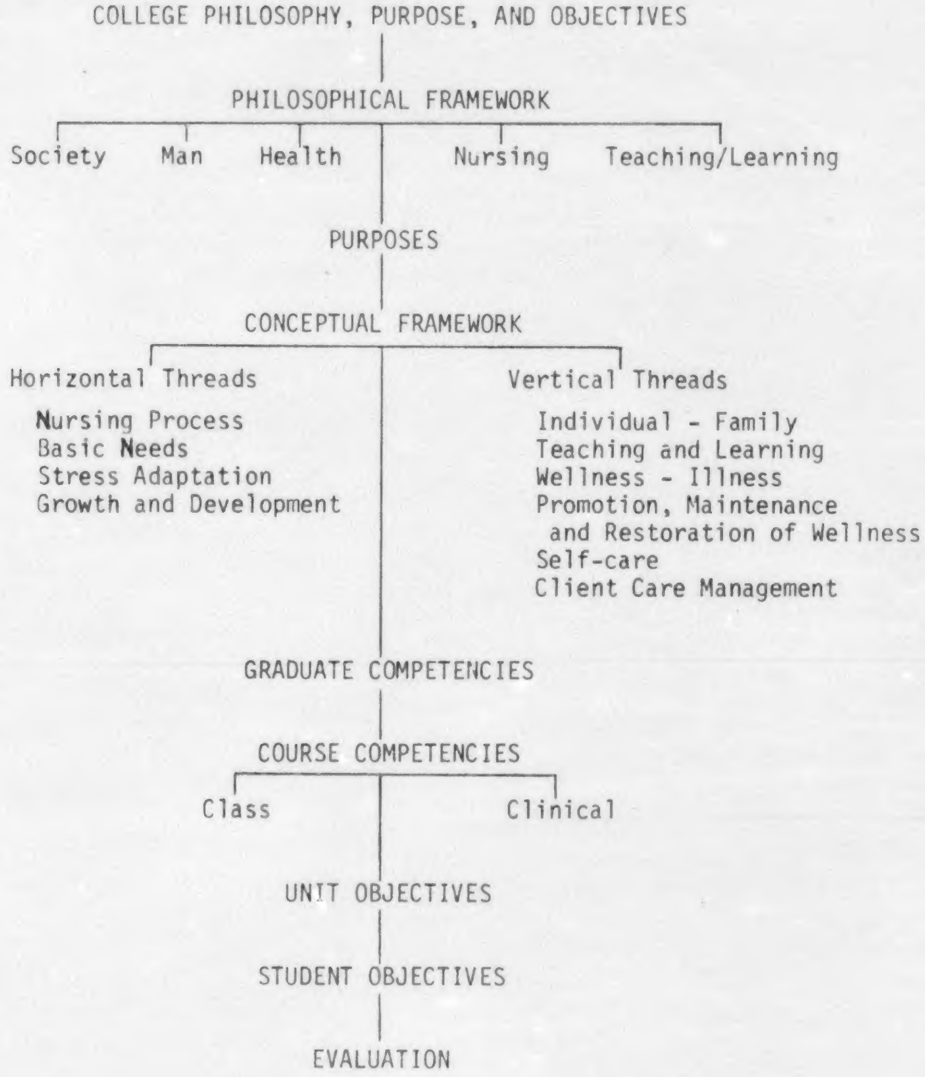
Introduction to medical-surgical nursing intensive care theory and clinical practice utilizing the nursing process and nursing diagnosis concepts. Client assessment, identification of common problems, making nursing diagnosis and planning care for clients with complex health problems related to the cardiovascular, respiratory, urinary and gastrointestinal systems. Leadership concepts in the management of client care delivered by other nursing team members are emphasized.
Prerequisites: NUR 201, BIO 104, NUR 105
Corequisite: None

NUR 205 Nursing Seminar 2 0 0 2

This seminar **is designed** to provide opportunities for discussion of issues and trends in nursing education, nursing practice, and the legal aspects. Responsibilities of the nurse to self, to the health team and community are stressed as well as the role of the registered nurse in selected practice services.
Prerequisites: NUR 201, NUR 108, NUR 202
Corequisite: NUR 203

Required Elective (General Education) 3 0 0 3

THE CURRICULUM MODEL*



COLLEGE PHILOSOPHY, PURPOSE, AND OBJECTIVES

PHILOSOPHICAL FRAMEWORK

Society
Man
Health
Nursing
Teaching/Learning

PURPOSES

CONCEPTUAL FRAMEWORK

Horizontal Threads
- Nursing Process
- Basic Needs
- Stress Adaptation
- Growth and Development

Vertical Threads
- Individual - Family
- Teaching and Learning
- Wellness - Illness
- Promotion, Maintenance and Restoration of Wellness
- Self-care
- Client Care Management

GRADUATE COMPETENCIES

COURSE COMPETENCIES

Class
Clinical

UNIT OBJECTIVES

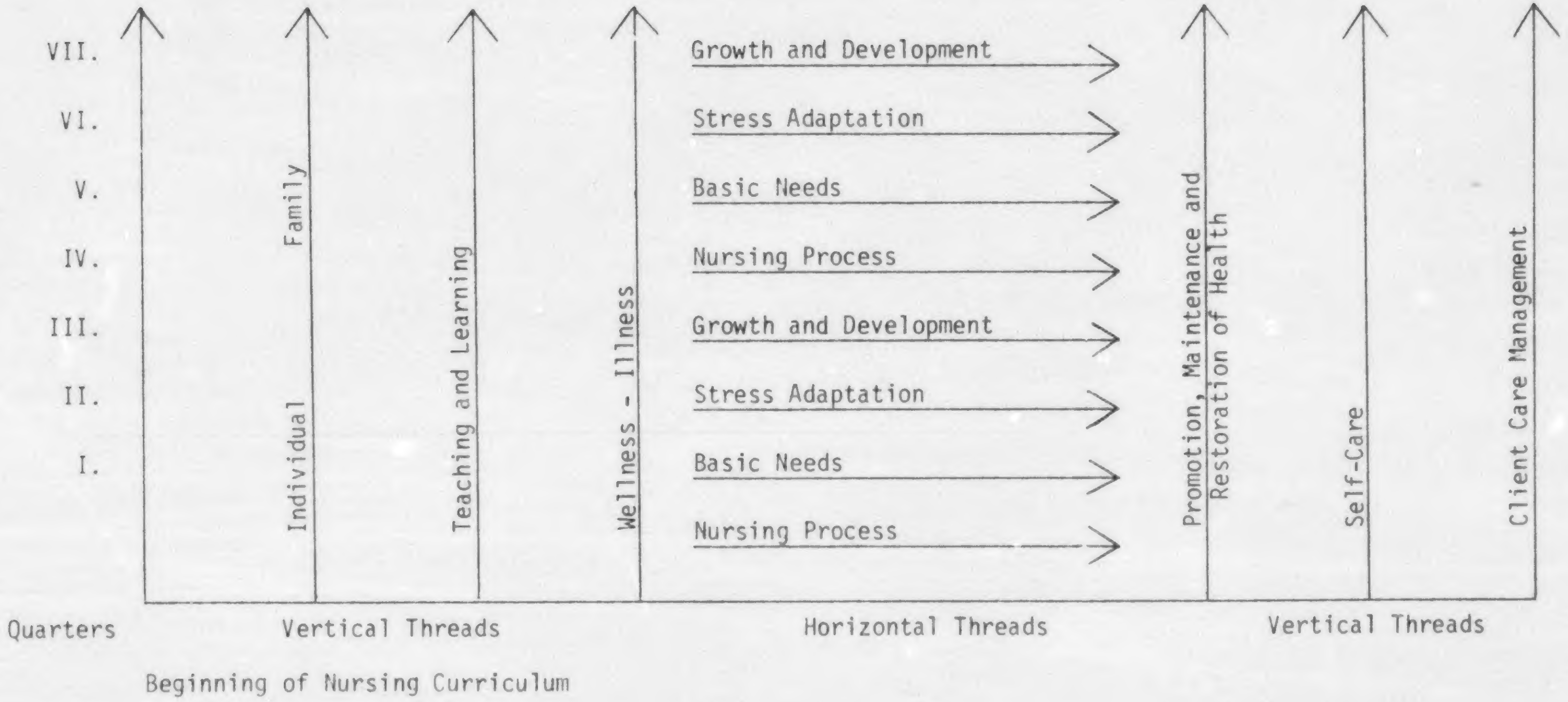
STUDENT OBJECTIVES

EVALUATION

---

*Vance-Granville Community College, 1983

CONCEPTUAL MODEL
CURRICULUM THREADS
ASSOCIATE DEGREE NURSING


VII.
VI.
V.
IV.
III.
II.
I.
Individual
Family
Teaching and Learning
Wellness - Illness
Growth and Development
Stress Adaptation
Basic Needs
Nursing Process
Growth and Development
Stress Adaptation
Basic Needs
Nursing Process
Promotion, Maintenance and Restoration of Health
Self-Care
Client Care Management
Quarters
Vertical Threads
Horizontal Threads
Vertical Threads
Beginning of Nursing Curriculum

PHILOSOPHICAL FRAMEWORK

Introduction

The faculty of the department of nursing is committed to the philosophy, purpose, and objectives of the college and to the objectives of the North Carolina Department of Community Colleges. We endorse the concept of open door admissions to the college. However, we recognize the needs for restrictions on the number of students admitted to the nursing program and for setting admission standards to ensure quality practitioners. The nursing department is responsible for developing programs which will promote excellence within the nursing profession by educating students at the vocational and technical level to competently practice within their respective roles. In this manner the nursing department can serve the needs of both students and the community.

Philosophy of the Department of Nursing

The faculty believes that vocational and technical nursing education is based on humanistic and scientific concepts derived from natural, social and psychological sciences; cultural and spiritual beliefs and values; scientific theory; and established protocols in nursing.

The philosophy of the department of nursing is developed from the faculty's beliefs regarding man, society, health, nursing, and teaching/learning.

Man. We believe man is a biopsychosocio-cultural-spiritual being who must be considered holistically to be understood. Man is an integrated system whose parts have dynamic relationships among them. Man is also in constant interaction with his environment. He requires matter, energy, and information from his environment. The constant interaction of man with his environment is characterized by both internal and external changes that require adaptation. Man's behavior is motivated by a set of basic human needs and is intended to assist his adaptation to his changing environment. Man copes with environmental change through biopsychosocial adaptive mechanisms which are either genetic and/or learned.

Society. We believe that a society is an interdependent network of individuals, families, and communities. Societies specify the conditions that make it legitimate for members to seek human services necessary for health care. The nurse's role in society focuses on helping the individual to adapt and to cope with change in the environment and his health status. The nurse also focuses on helping the individual to engage in self-care behaviors which promote wellness. By encouraging self-care behaviors which promote wellness, the nurse assists the individual to maintain or return to a productive role in society.

Health. The faculty believes that health is a changing state of being that exists on a continuum which ranges from high level wellness to illness, culminating in death when the individual can no longer adapt. The individual has genetic homeostatic mechanisms which allow him to adapt both internally and externally to environmental stresses. Man is capable of learning and practicing health behaviors that can promote wellness, prevent illness, and restore or maintain a certain level of equilibrium or wellness. Man has a responsibility to practice health behaviors which will promote the highest level of wellness of which he is capable.

Nursing. We believe that nursing is an interpersonal process which is utilized to help the individual adapt to his changing environment. Nursing is a systematically applied science which utilizes knowledge, theories, principles, and concepts from the natural, social, psychological, and behavioral sciences to help individuals, families, and communities to attain, maintain, and/or regain an optimum level of wellness. The goal of nursing is to help man realize his optimum potential from birth to the final stages of life and/or throughout the death experience. Nursing helps man cope with environmental changes through biopsychosocial adaptive mechanisms which may be learned and/or genetic. Nursing teaches man to engage in self-care behaviors and/or perform these functions for man when he is no longer able. Nursing fulfills its goals through the nursing process by assessing, making the nursing diagnosis, planning, implementing and evaluating nursing care. The associate degree nurse functions individually and as a member of a health team in the care of clients with common and somewhat complex health problems in health care institutions. The practical nurse functions individually and as a member of a health team in the care of clients with common health problems in health care institutions under the supervision of a registered nurse or physician.

Teaching/Learning. We believe that learning is a purposeful and lifelong process which results in changes in thinking, feeling, and acting behaviors. We believe each student is an individual with different experiences, goals, motivations, and attitudes. We believe the following principles of learning.

1. The learner must feel a need to learn.
2. The learner must set and/or accept the goals of the learning experience.
3. The learner must share in planning and implementing the experience.
4. The learner must participate actively in the learning process
5. The learning process should make use of the experiences of the learner.
6. The physical, social, and psychological environment must be comfortable.
7. The learner must have a sense of progress toward his goals.

To implement these learning principles we believe the teaching faculty must:

1. Promote motivation of the learner.
2. Allow the learner to establish and/or accept learning goals.
3. Allow the learner to share in planning and implementing the learning experiences.
4. Allow the learner to actively participate in the learning process.
5. Allow the learner to apply past experiences to the learning situation.
6. Provide for a physically, socially, and psychologically comfortable environment.
7. Assist the learner to evaluate his learning goals and provide regular and constructive evaluation to the learner.

Purposes of the Nursing Program

1. To prepare technical level (associate degree) nurses to function as members of health teams providing services to individuals, families, and groups in institutional and community settings.
2. To prepare vocational level (practical) nurses to function under the supervision of registered nurses or physicians as members of health teams providing services to individuals,

families, and groups in institutional and community settings where care is routine and predictable.

3. To provide opportunities for the vocational nurse to complete the technical level nursing program.
4. To provide an educational foundation for the third and fourth years of a baccalaureate education in nursing.

Conceptual Framework

The conceptual framework is derived from the philosophy, purposes, and goals of the nursing program. The conceptual framework unites the broad concepts of man, society, health, nursing, and teaching/learning to provide a conceptualization of the associate degree nurse and the practical nurse.

The concepts about man are derived from the biological, social, and psychological sciences. The concepts about society and the roles of man within society are based upon the theoretical frameworks of the social sciences. The concepts about health are derived from medical and biological sciences. The concepts about nursing are derived from Maslow's hierarchy of needs, Abdellah's nursing needs, Roy's Stress Adaptation Model, and adaptation through Orem's Self-Care Concepts. The concepts about teaching/learning are based on Knowles' principles of learning.

Horizontal Threads

The horizontal threads drawn from these theoretical models include the nursing process, basic needs, stress adaptation, and growth and development.

Nursing process is the operational framework of the curriculum. A body systems approach is used and fourteen basic needs are identified. The nursing process is used to assess the needs of clients with disorders of the stated body system, make the diagnosis for common problems, and plan, implement, and evaluate the nursing care. Assessment is based on data from the situation, the health history, the physical examination, and information gained from other members of the health care team, family, and significant others. The nursing diagnosis is determined by relationships among data collected in the assessment process.

In the process of planning, client goals and criteria for evaluation are established and nursing interventions are identified. The goals state the behavior to be demonstrated, under what conditions, and how they will be evaluated.

Implementation is the selection and use of nursing protocols to assist the client to cope with potential or existing stresses. Nursing protocols should assist the client to accomplish goals. The evaluation process determines the effectiveness of the nursing protocols in achieving the client's goals.

Fourteen basic needs are identified. Assessment of these needs are demonstrated. These needs are evaluated for clients with disorders of the different body systems. The nursing process is used to assist the client to meet these basic needs. The basic needs are identified as:

1. Personal hygiene
2. Alignment and activity
3. Rest and sleep
4. Nutrition
5. Oxygen
6. Fluid - electrolytes
7. Elimination
8. Regulatory
9. Sensory
10. Safety
11. Psychosocial
12. Communicative
13. Restorative
14. Teaching/learning

Concepts from Roy's Stress Adaptation Model are used as a basis for planning nursing care. The nursing care plan is a means of helping the client to cope with changes in the environment and in his level of wellness-illness. Through biopsychosocial adaptive mechanisms, which are either learned and/or genetic, man can adapt to his changing environment and improve his level of wellness. Self-care is seen as a high level of adaptation.

Concepts about growth and development are based on Erickson's Stages of Psychosocial Development. These concepts are considered in evaluating the psychosocial development of the individual. Factors that can influence behavior during illness are considered. Illness behaviors are identified. As the different body systems are studied, the common problems for different stages of life are discussed.

Vertical Threads

The vertical threads are presented in the beginning nursing courses and are studied with increasing intensity as the student progresses. The vertical threads are the individual and family; teaching and learning; wellness-illness; promotion, maintenance, and restoration of health;

self-care; and client care management.

In the first-level nursing courses, the care of the individual is stressed. As the student progresses to higher level nursing courses, the care of groups is stressed. Also, the involvement of client, family, and significant others is stressed in the use of nursing process.

Teaching and learning principles are presented in Nursing Fundamentals. The faculty's approach to classroom and clinical teaching is based on established teaching and learning principles. Also, the student is encouraged to consider teaching and learning principles in planning and implementing the client care teaching plan.

The wellness-illness continuum is used throughout the curriculum to help explain the individual's state of health. The individuals genetic and learned adaptive mechanisms, which he uses to cope with changes in his internal and external environment, affect his level of wellness or illness.

The role of nursing is to promote, maintain, and restore wellness. The student is introduced to the concepts of primary, secondary, and tertiary nursing care. The nurse assists the client in developing his coping mechanism to promote wellness. Teaching/learning concepts are used to enable the client to practice preventive health behaviors and to restore wellness.

The concept of self-care assumes the client is ultimately responsible for his own health maintenance and care. Using a body systems approach, the nurse cooperates with the client in assessing the client's health status and the effectiveness of adaptation mechanisms. The client's basic needs, current health status and level of adaptation determine whether nursing measures are planned to be supportive-educative, partially compensatory, or wholly compensatory. The implementation of nursing care is directed toward the meeting of basic needs, the enhancement of effective adaptation and the client's return to total self-care.

Principles of problem solving, organization, and leadership provide a basis for the administration of quality care in a systematic manner. In cooperation with the nurse leader, the beginning associate degree nurse uses the principles of organization and leadership in the planning and implementation of nursing care with one client initially and then with groups of clients. Leadership principles are applied to the enhancement of the quality care administered by peers, then other members of the nursing team, and finally with the guidance of the nurse leader in the direction of care given by other team members.

CURRICULUM STANDARD*

Nursing Education Options: Associate Degree with Practical Nursing (T-116)

The Nursing Education Options: Associate Degree with Practical Nursing is a unique nursing curriculum designed to prepare graduates to practice as a practical nurse (LPN) or a registered nurse (RN). Students who choose to exit after the first four (4) quarters have received fundamental preparation in nursing enabling them to be eligible to take the licensing examination (NCLEX-PN) required for practice as a Licensed Practical Nurse. Graduates of the second year have developed the knowledge and skills which will enable them to be eligible to take the licensing examination (NCLEX-RN) required to practice as a Registered Nurse. Licensed Practical Nurses who meet specific criteria may also enter this program with advanced credits toward the Associate of Applied Science Degree.

The first year graduate possesses a sound basic knowledge of nursing theory and proficiency in fundamental nursing skills. The graduate may provide care and treatment to selected patients under the supervision of a registered nurse or physician. The practical nurse graduate is prepared specifically to: (1) participate in assessing the patient's physical and mental health; (2) record and report the results of the nursing assessment; (3) participate in implementing the health care plan; (4) reinforce the teaching and counseling of a registered nurse, physician, or dentist; and (5) record and report the nursing care rendered and the patient's response to that care.

The graduate of the second year is prepared to carry out nursing measures as well as medically delegated procedures utilizing the principles and theories of nursing and the sciences. The associate degree graduate is prepared to: (1) assess the patient's physical and mental health; (2) record and report the results of the nursing assessment; (3) plan, initiate and deliver and evaluate appropriate nursing acts; (4) teach, delegate to or supervise other personnel in implementing the treatment regimen; (5) collaborate with other health care providers in determing the appropriate health care for a patient; (6) implement the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen; (7) provide teaching and counseling about the patient's health care; (8) report and record the plan for care, nursing care given, and the patient's response to that care; and (9) supervise, teach and evaluate those who perform or are preparing to perform nursing functions.

JOB OPPORTUNITIES

Licensed Practical Nurse
Registered Nurse

*Guilford Technical Community College, 1983

CURRICULUM STANDARD

Subject Categories	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	85		51	
RELATED Those courses which are essential as supporting, enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	24		11	
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(6)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	18		6	
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.				
WORK EXPERIENCE (2E.0104(4) . . . Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. NCAC 2E.0104(b)(4)				
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4) MIN. MAX.	127		75	
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	68		68	
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 2E.0203(b)(3)	A.A.S.		Diploma	

NURSING EDUCATION OPTIONS: ASSOCIATE DEGREE WITH PRACTICAL NURSING (T-116)

CURRICULUM BY QUARTERS*

FIRST QUARTER			Class	Lab	Clinic	Credit
NUR	101	Fundamentals of Nursing	6	4	4	9
NUR	105	Pharmacology	3	0	0	3
NUT	101	Nutrition	2	0	0	2
BIO	101	Anatomy and Physiology	4	2	0	5
			15	6	4	19

SECOND QUARTER						
NUR	102	Medical-Surgical Nursing I	10	0	0	10
NUR	102P	Medical-Surgical Nursing I Practicum	0	0	12	4
EDU	100	Introductory Child Growth and Development	3	2	0	4
			13	2	12	18

THIRD QUARTER						
NUR	104	Maternal-Child Health Nursing I	7	0	0	7
NUR	104P	Maternal-Child Health Nursing I Practicum	0	0	12	4
PSY	101	General Psychology	3	0	0	3
ENG	101	Grammar	3	0	0	3
			13	0	12	17

FOURTH QUARTER						
NUR	103	Medical-Surgical Nursing II	7	0	0	7
NUR	103P	Medical-Surgical Nursing II Practicum	0	0	12	4
NUR	1106	Nursing Seminar (LPN candidates)	3	0	0	3
		OR				
BIO	102	Human Physiology I (RN candidates)	4	2	0	5
			10-11	0-2	12	14-16

FIFTH QUARTER						
NUR	200	Seminar	2	0	0	2
NUR	201	Maternal-Child Health Nursing II	4	0	0	4
NUR	201P	Maternal-Child Health Nursing II Practicum	0	0	12	4
BIO	103	Human Physiology II	4	2	0	5
ENG	102	Composition	3	0	0	3
			13	2	12	18

*Guilford Technical Community College, 1983

SIXTH QUARTER

			Class	Lab	Clinic	Credit
NUR	203	Medical-Surgical Nursing III	8	0	0	8
NUR	203P	Medical-Surgical Nursing III Practicum	0	0	12	4
PSY	201	Abnormal Psychology	3	0	0	3
ENG	103	Report Writing	3	0	0	3
			14	0	12	18

SEVENTH QUARTER

			Class	Lab	Clinic	Credit
NUR	202	Mental Health Nursing	4	0	0	4
NUR	202P	Mental Health Nursing Practicum	0	0	9	3
NUR	205	Nursing Trends and Careers	3	0	0	3
ENG	204	Speech	3	0	0	3
		Elective (Required)	3	0	0	3
			13	0	9	16

EIGHTH QUARTER (Five Weeks Only)

			Class	Lab	Clinic	Credit
NUR	206	Nursing Problems	6	0	0	3
NUR	206P	Practicum	0	0	12	2
			6	0	12	5
		TOTALS	97-98	10-12	85	125-127

NURSING EDUCATION OPTIONS: ASSOCIATE DEGREE WITH PRACTICAL NURSING (T-116)

COURSE DESCRIPTIONS BY QUARTERS*

FIRST QUARTER	Class	Lab	Clinic	Credit
NUR 101 Fundamentals of Nursing	6	4	4	9

NUR 101 is a presentation of basic nursing knowledge and skills with an overall emphasis in meeting basic patient needs. The student is introduced to the concept of the health-illness continuum as a basis for implementing the nursing process. Principles of therapeutic communication and knowledge of biological systems are integrated throughout the course.
Prerequisite: None
Corequisites: NUT 101, BIO 101

NUR 105 Pharmacology	3	0	0	3

Pharmacology 105 presents general rules and principles needed for computation and administration of drugs. An overview of drug history, drug legislation, and drug action in included.
Prerequisite: None
Corequisite: None

NUT 101 Nutrition	2	0	0	2

Nutrition 101 provides the student with an introduction to the fundamental components of food and their relationship to normal body structure and function. The broad areas of study include the cultural, social, and economic influence of food selection, food sources, and ways of meeting dietary modification.
Prerequisite: None
Corequisite: None

BIO 101 Anatomy and Physiology	4	2	0	5

Anatomy and Physiology introduces students to the normal structures and functions of the human body. Students study biological systems and the basic chemistry of physiological processes as a prerequisite to the study of pathophysiology. The course is an important element in the development of a theoretical understanding of the health-illness continuum.
Prerequisite: None
Corequisite: None

SECOND QUARTER				
NUR 102 Medical-Surgical Nursing I	10	0	0	10

NUR 102 introduces concepts basic to the care of the surgical patient. Basic pathophysiological processes and therapeutic intervention pertinent to disorders of the gastrointestinal, gentourinary, and respiratory systems are emphasized.
Prerequisites: BIO 101, NUT 101, NUR 101
Corequisite: NUR 102P

*Guilford Technical Community College, 1983

	Class	Lab	Clinic	Credit
NUR 102P Medical-Surgical Nursing I Practicum	0	0	12	4

Medical-Surgical Nursing Practicum provides the student with opportunities to apply nursing theories and skills relevant to patients experiencing surgical procedures, gastrointestinal, respiratory, and genitourinary disorders within the clinical area.
Prerequisites: BIO 101, NUR 101, NUT 101, NUR 105
Corequisite: NUR 102

EDU 100 Introductory Child Growth and Development	3	2	0	4

A study of children beginning at birth and continuing through adolescence. Characteristic stages of normal healthy children will be examined in the areas of physical, emotional, social and mental development. Factors affecting development will be explored and activities designed to stimulate skill acquisition will be demonstrated and discussed. Laboratory observations of and participation with children ages four weeks to ten years will enhance classroom learnings and provide opportunities for practical application of theoretical norms.
Prerequisite: None
Corequisite: None

THIRD QUARTER

NUR 104 Maternal-Child Health Nursing I	7	0	0	7

NUR 104 is a presentation of basic theoretical information regarding pregnancy, the neonate, and the pediatric patient and family. Growth and development as it affects the course of pregnancy, illness and hospitalization is incorporated into the nursing theory.
Prerequisites: NUR 101, BIO 101
Corequisite: NUR 104P

NUR 104P Maternal-Child Health Nursing I Practicum	0	0	12	4

The Maternal-Child Health Nursing Practicum provides the student with opportunities to apply nursing theories and skills on the obstetrical and pediatric units. Emphasis is placed on care of the family with uncomplicated antepartal, intrapartal, and postpartal experiences and in the nursing care of children with common pediatric disorders.
Prerequisites: NUR 102, NUR 102P
Corequisite: NUR 104

PSY 101 General Psychology	3	0	0	3

An introduction to general topics in the science of behavior including sensation and perception, motivation, emotion, learning, personality, individual differences and intelligence, all as the basis for individual adjustment to the physical and social environment.
Prerequisite: None
Corequisite: None

622

	Class	Lab	Clinic	Credit
ENG 101 Grammar	3	0	0	3

An introductory course in grammar and composition. Emphasis is placed on grammar, diction, punctuation, spelling, syntax, and paragraphing. Writing activities are relevant to the student's academic goals.
Prerequisite: None
Corequisite: None

FOURTH QUARTER

	Class	Lab	Clinic	Credit
NUR 103 Medical-Surgical Nursing II	7	0	0	7

NUR 103 continues the study of medical-surgical disorders.
Prerequisite: NUR 102
Corequisite: NUR 103P

	Class	Lab	Clinic	Credit
NUR 103P Medical-Surgical Nursing II Practicum	0	0	12	4

Experiences to apply theories and skills pertinent to patients with disorders of the cardiovascular, musculo-skeletal, endocrine, nervous systems, and disorders of the eye and ear.
Prerequisite: NUR 102
Corequisite: NUR 103

	Class	Lab	Clinic	Credit
NUR 1106 Nursing Seminar (LPN candidates)	3	0	0	3

NUR 1106 is designed for those students who are electing to graduate at the end of the fourth quarter. Its purpose is to help these individuals to assume the role of the graduate practical nurse. Using a problem-solving approach, employment opportunities are evaluated. The course also includes a discussion of (1) the legal and ethical responsibilities of the Licensed Practical Nurse as a person, worker, and citizen, (2) the importance of continuing education and membership in related organizations, and (3) the value of good relationships with other members of the health team.
Prerequisite: None
Corequisite: None

OR

	Class	Lab	Clinic	Credit
BIO 102 Human Physiology I (RN candidates)	4	2	0	5

BIO 102 continues the study of anatomy and physiology at a more advanced level. Students are introduced to basic concepts of chemistry and the cell as a foundation for studying complex physiological processes of the musculoskeletal and gastrointestinal systems. The study of these complex physiological processes is designed to prepare students for the advanced study of pathophysiology in their nursing major and to further develop the concept of the health-illness continuum.
Prerequisite: BIO 101
Corequisite: None

FIFTH QUARTER

	Class	Lab	Clinic	Credit
NUR 200 Seminar	2	0	0	2

Nursing Seminar is designed to orient the individual to the role of a second-level nursing student. Nursing education, trends and legal/legislative implications are introduced with regard to the ever-expanding role of the nurse.
Prerequisite: None
Corequisite: None

	Class	Lab	Clinic	Credit
NUR 201 Maternal-Child Health Nursing II	4	0	0	4

Maternal-Child Health Nursing II is designed to provide the student with theoretical knowledge concerning the more complex problems of obstetric and pediatric patients.
Prerequisites: NUR 104, NUR 104P
Corequisites: NUR 201P, BIO 103

	Class	Lab	Clinic	Credit
NUR 201P Maternal-Child Health Nursing II Practicum	0	0	12	4

Growth and development concepts are incorporated into the care of obstetrical and pediatric patients experiencing complex health problems. The student is expected to demonstrate increasing ability in using the nursing process for planning, implementing and evaluating nursing care.
Prerequisites: NUR 104, NUR 104P
Corequisite: NUR 201

	Class	Lab	Clinic	Credit
BIO 103 Human Physiology II	4	2	0	5

Human Physiology II continues the study of the complex physiological processes begun in Human Physiology I. An examination of the processes of the circulatory, respiratory, genitourinary, nervous, and endocrine systems completes the study of normal physiology. This permits the student to progress to the study of advanced pathophysiology of medical-surgical disorders, and provides for a more thorough elaboration of the health-illness continuum.
Prerequisite: BIO 102
Corequisite: None

	Class	Lab	Clinic	Credit
ENG 102 Composition	3	0	0	3

Continuation of ENG 101. Reading, writing exercises, and themes. Emphasis is on the total organization and development of the formal composition.
Prerequisite: ENG 101
Corequisite: None

SIXTH QUARTER

	Class	Lab	Clinic	Credit
NUR 203 Medical-Surgical Nursing III	8	0	0	8

Emphasis is placed on learning critical care concepts related to patients with disorders of the cardiovascular, respiratory, gastrointestinal, genitourinary, musculoskeletal and nervous systems.
Prerequisites: NUR 103, NUR 103P
Corequisite: NUR 203P

	Class	Lab	Clinic	Credit
NUR 203P Medical-Surgical Nursing III Practicum	0	0	12	4

Emphasis is placed on difficult and complex problems of patients with disorders of cardiovascular, respiratory, gastrointestinal, genitourinary, musculoskeletal and nervous systems. The hospital setting provides the student an opportunity to incorporate theory and skills gained in previous practicums.
Prerequisite: NUR 103P
Corequisite: NUR 203

	Class	Lab	Clinic	Credit
PSY 201 Abnormal Psychology	3	0	0	3

A comprehensive introduction to pathological behavior including its description, causation, and modification. Emphasis is on environmental and hereditary factors affecting the development and maintenance of various behavior disorders.
Prerequisite: PSY 101
Corequisite: None

	Class	Lab	Clinic	Credit
ENG 103 Report Writing	3	0	0	3

A study of modern technical writing that includes practice in various writing techniques and graphic design for visual communication.
Prerequisite: Grade of "C" or better in ENG 102 or satisfactory performance in the Writing Laboratory (GSE 093).
Corequisite: None

SEVENTH QUARTER

	Class	Lab	Clinic	Credit
NUR 202 Mental Health Nursing	4	0	0	4

NUR 202 is a presentation of developmental and emotional disturbances in individuals and the application of the nursing process to meet their needs.
Prerequisite: NUR 203, NUR 203P, PSY 201
Corequisite: NUR 202P

	Class	Lab	Clinic	Credit
NUR 202P Mental Health Nursing Practicum	0	0	9	3

This clinical course introduces the student to the roles and responsibilities of the psychiatric nurse. Planning and implementing therapeutic communication, date collection and interpretation for care of the patient with emotional disorders is stressed in the general hospital, psychiatric institution and community.
Prerequisite: NUR 203, NUR 203P
Corequisite: NUR 202

	Class	Lab	Clinic	Credit
NUR 205 Nursing Trends and Careers	3	0	0	3

Trends in nursing will be discussed to emphasize the constantly changing role of the Registered Nurse. Ethics and accountability for the health care deliverer will be included along with professional organizations.
Prerequisite: NUR 200
Corequisite: None

	Class	Lab	Clinic	Credit
ENG 204 Speech	3	0	0	3

A study of basic communication theories designed to aid the student in his/her understanding of verbal and non-verbal communication and thus improve the performance in those areas in practical application. Practical application of the theory examined in the classroom is acquired with the delivery of a least two speeches - one, informative and one, persuasive - in observing, listening and evaluating the speeches of classmates, and in various other intrapersonal, interpersonal and small group projects.
Prerequisite: None
Corequisite: None

Elective	3	0	0	3

EIGHTH QUARTER

NUR 206 Nursing Problems	6	0	0	3

Concentration of theoretical study is on team nursing as it relates to the impending transition from student to graduate nurse, nursing care of patients with burns and oncologic problems and disaster nursing. Expertise in the techniques of assessment and intervention are stressed.
Prerequisite: NUR 203, NUR 203P
Corequisite: NUR 206P

NUR 206P Practicum	0	0	12	2

This clinical course is structured to assist the role transition of the dependent student to team member/leader. This is facilitated by increasing the student's direct participation under the supervision by the clinical health team. Knowledge of and experience in oncology, nursing of burn patients, and disaster nursing, through practice drills, are emphasized as the students have clinical experience in Medical-Surgical areas.
Prerequisite: NUR 203, NUR 203P
Corequisite: NUR 206

PHILOSOPHY*

The Nursing Education Options Program is a concept which allows the individual's achievement of his/her potential as a practitioner in nursing. In keeping with this concept and the philosophy of Guilford Technical Community College, the faculty believes that education provides an individual with the tools - knowledge and skills - that will enable him/her to function in a variety of health care situations. Educational attempts must consider individual differences which affect learning ability and provide motivation to continue to learn and adapt to today's changing world. Further, an individual's ability to learn is based on past experiences and personal potential, which permits learning to occur at different levels and rates. Learning takes place most readily when materials are presented in a logical sequence and progresses in difficulty from the simple to the complex. Also, the student should assume responsibility for much of his/her own learning under the guidance of the faculty.

Nursing education should reflect the student's development of skills and theoretical knowledge essential for the maintenance of general physical and mental health and the rehabilitation of persons with health problems.

The curriculum implements the following four dynamic processes: 1) progression from the simple to the complex, 2) the nursing process, 3) the health-illness continuum, and 4) the biological systems approach. These processes were chosen to permit continuity of learning in increasingly complex nursing situations and are the major ones to run through all or large portions of the curriculum.

The students who opt to exit after the first four quarters have received fundamental preparation in nursing enabling them to write the National Council Licensure Examination to qualify as Licensed Practical Nurses. The first year graduate possesses a sound basic knowledge of theory and an adeptness and proficiency in fundamental nursing skills. Coupled with this is an appreciation of the role of interpersonal relationships with patients and co-workers of diverse sociocultural backgrounds. This provides the graduate with the ability to function under the direction of a Registered Nurse or a physician, assisting with the preparation, implementation and continuing evaluation of nursing care.

The graduate of the second year is eligible to write the National Council Licensure Examination to qualify as Registered Nurse. The graduate is prepared to carry out nursing measures as well as medically delegated procedures utilizing the principles and theories derived from an ever expanding body of knowledge. The graduate skillfully employs the nursing process when rendering patient care. As a member of the health team, this individual may assume responsibility and exercise leadership ability when supervising patient care. Also, the graduate recognizes the need for and is able to provide patient instruction based on the knowledge that the maintenance of total health is an ongoing process.

*Guilford Technical Community College, 1983

In conclusion, the Nursing Education Options Program, as a division of Guilford Technical Community College,seeks to provide nursing education for residents of the local community. The college makes possible for the education of nurse practitioners economically, in terms of time and money, to both student and community.

PROGRAM OBJECTIVES

THE CURRICULUM IS DESIGNED TO:

1. Present information in a logical sequence.
2. Provide a knowledge of the historical development of nursing and contemporary trends of nursing practice.
3. Develop interpersonal skills that can be applied in relationships with co-workers and patients.
4. Develop knowledge of how biological, social, economic, and cultural attributes of individuals affect their response to illness and hospitalization.
5. Provide an understanding of the principles of disease prevention and maintenance of health.
6. Provides a variety of structured health care settings in which broad theoretical concepts can be applied.
7. Promote competence in performing nursing skills.
8. Impart an awareness of the need for the ethical behavior when providing nursing care.
9. Incorporate theory and skills as a means of implementing principles of the nursing process.
10. Provide a nursing education program to fill the nursing and health care needs of the surrounding community.
11. Provide career counseling and flexibility of educational programs in preparation for licensure at the level of the student's choice.
12. Encourage the desire to pursue further learning opportunities.

SPECIAL ADMISSIONS CRITERIA

Graduate and Licensed Practical Nurses may be admitted into the second year of the program. They will be required to take any general education course (ENG 101 and PSY 101) offered in the first three quarters for which they have no previous credit. Some licensed practical nurses may be admitted in fourth quarter and take BIO 106 Human Physiology and NUR 107 Medical Surgical Nursing II Practicum.

In addition to the admission requirements to the college graduate and licensed practical nurses and other transfer applicants must take a placement examination or score 450 on the verbal and math test of the SAT or hold a baccalaureate degree.

Admission of generic students to the second year require: (1) student's written expression of a desire to continue at the end of the second quarter, (2) no course in the curriculum with a grade of less than "C", (3) a minimum of a 2.5 quality point average on NUR, BIO and NUT courses in the first three quarters and (4) recommendations of two clinical instructors based upon clinical performance which demonstrates potential for second year achievement.

CURRICULUM STANDARD*

Associate Degree Nursing (T-059)
(For Licensed Practical Nurses - Five Quarters)

The Associate Degree Nursing Program at Randolph Technical College is designed to enable licensed practical nurses to acquire the knowledge and skills for the Associate Degree in Nursing. By recognizing credit earned in a Practical Nursing Education Program and by offering an additional five-quarter curriculum of advanced-level courses, the licensed practical nurse may earn an Associate Degree in Nursing and be eligible to take the National Council Licensure Examination for Registered Nurses.

This curriculum of general education courses, science courses, and nursing courses is designed to develop the skills and knowledge essential to provide "the caring, counseling, teaching, referring, and implementing of prescribed treatment in the prevention and management of illness, injury, disability, or the achievement of a dignified death." (North Carolina Nursing Practice Act, 1981). Clinical learning experiences will be offered concurrent with related theory.

JOB OPPORTUNITIES

Nurse, General Duty (DOT 075.374-010)
Nurse, Office (DOT 075.374-014)
Nurse, Private Duty (DOT 075.374-018)
Nurse, Staff, Occupational Health Nursing (DOT 075.374-022)

---

*Randolph Technical College, 1983

CURRICULUM STANDARD

	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
Subject Categories	Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	48-52			
RELATED Those courses which are essential as supporting, enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	18-21			
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(6)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	12-15		(6) Transfer credits	
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.	0-6			
WORK EXPERIENCE (2E.0104(4) . . . Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. NCAC 2E.0104(b)(4)	0			
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4) MIN. MAX.	78 86		(40) Total transfer credits	
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	65			
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 2E.0203(b)(3)	A.A.S.			

ASSOCIATE DEGREE NURSING (T-059)

CURRICULUM BY QUARTERS*

FIRST QUARTER			Class	Lab	Clinic	Credit
NUR	200	Nursing Transition	3	2	3	5
PSY	101	General Psychology	3	0	0	3
PSY	102	Human Growth and Development	3	0	0	3
BIO	201	Anatomy and Physiology II	4	2	0	5
BIO	204	Microbiology	4	2	0	5
			17	6	3	21
SECOND QUARTER						
NUR	201	Family Health Nursing	5	0	0	5
NUR	201P	Family Health Nursing Practicum	0	0	12	4
PSY	201	Abnormal Psychology	3	0	0	3
BIO	202	Anatomy and Physiology III	4	2	0	5
			12	2	12	17
THIRD QUARTER						
NUR	202	Mental Health Nursing	5	0	0	5**
NUR	202P	Mental Health Nursing Practicum	0	0	10	3**
NUR	205	Professional Issues	3	0	0	3***
ENG	101	Communications	3	0	0	3***
			11	0	10	14
FOURTH QUARTER						
NUR	203	Medical-Surgical Nursing I	6	0	0	6
NUR	203P	Medical-Surgical Nursing I Practicum	0	0	12	4
ENG	204	Oral Communications	3	0	0	3
SOC	101	General Sociology	3	0	0	3
			12	0	12	16
FIFTH QUARTER						
NUR	204	Medical-Surgical Nursing II	3	0	0	3
NUR	204P	Medical-Surgical Nursing II Practicum	0	0	24	8
NUR	210	Management in Nursing	4	0	0	4
			7	0	24	15
		TOTALS	59	8	61	83

*Randolph Technical College (Modified)
**Concentrated in seven weeks
***Concentrated in four weeks

ASSOCIATE DEGREE NURSING (T-059)

COURSE DESCRIPTIONS BY QUARTERS*

FIRST QUARTER	Class	Lab	Clinic	Credit
NUR 200 Nursing Transition	3	2	3	5

Nursing Transition is a transition course designed to assist students in making the adjustment to the program, which is considered to be different in emphasis and content from the student's previous nursing education. Topics include individualized skills and knowledge assessment and review, nursing process, problem-oriented records, legal role and responsibility of registered nurses, program philosophy, conceptual framework, objectives and competencies. Values clarification and role theory will be explored from a basic level. Newly learned skills will be practiced in the laboratory and clinical setting.
Prerequisite: Admission into nursing program
Corequisite: None

PSY 101 General Psychology	3	0	0	3

General Psychology introduces the basic principles of human behavior. It includes a brief history of psychology as a science, knowledge of basic psychological processes, personality and social behavior and behavior modifications. Emphasis is placed on the understanding of self and relationships with others.
Prerequisite: None
Corequisite: None

PSY 102 Human Growth and Development	3	0	0	3

Human Growth and Development presents the life span conception through childhood, adolescence, adulthood, aging, and dying. Emphasis is given to the factors influencing the stages of development and the importance of experiences in establishing patterns of behavior, attitudes, and interpersonal skills. The course is designed to enhance understanding of self, as well as, families and clients.
Prerequisite: None
Corequisite: None

BIO 201 Anatomy and Physiology II	4	2	0	5

Anatomy and Physiology II assumes the student has had a course of gross anatomy and physiology of the entire body. Principles of chemistry as they apply to physiology are introduced. Basic concepts of the cell as a foundation for understanding complex physiological processes of the skeletal, muscular, and genitourinary systems are emphasized. Influences of the endocrine system are integrated as it applies to physiology. The study of these complex physiological processes is designed to complement the study of pathophysiology with the advanced nursing courses.
Prerequisite: None
Corequisite: None

	Class	Lab	Clinic	Credit
BIO 204 Microbiology	4	2	0	5

Microbiology is a study of microscopic units of the body and of pathogenic microorganisma. Emphasis is placed on the etiology, virulence, resistance, control of spread, and immunity of common pathogens.
Prerequisite: None
Corequisite: None

SECOND QUARTER

NUR 201 Family Health Nursing	5	0	0	5

Family Health Nursing is designed to provide the student with the theoretical knowledge concerning the more complex problems of obstetrical and pediatric clients. Emphasis is placed on the implementation of the nursing process and assessment skills utilizing the concepts of family health nursing.
Prerequisites: NUR 200, BIO 201
Corequisite: NUR 201P

NUR 201P Family Health Nursing Practicum	0	0	12	4

Family Health Nursing Practicum provides the student the opportunity to demonstrate increasing ability in using the nursing process with complex obstetrical and pediatric clients. The role of the registered nurse is emphasized in the care of the family experiencing complications of pregnancy, labor, and delivery; care of the premature infant; and care of the child experiencing complicated pediatric disorders. Establishing priorities of care, developing a nursing diagnosis, and implementation of teaching goals are included.
Prerequisite: NUR 200
Corequisite: NUR 201

PSY 201 Abnormal Psychology	3	0	0	3

A comprehensive introduction to pathological behavior including its description, causation, and modification. Emphasis is on environmental and hereditary factors affecting the development and maintenance of various behavior disorders.
Prerequisite: PSY 102
Corequisite: None

BIO 202 Anatomy and Physiology III	4	2	0	5

Anatomy and Phusiology III continues the study of the anatomy and the complex physiological processes begun in anatomy and Physiology II. An examination of the processes of the nervous, respiratory, cardiovascular, and gastrointestinal systems completes the study of the body. Principles of chemistry and hormones are integrated as they relate to physiology. The study of these processes is designed to complement the study of pathophysiology within the advanced nursing courses.
Prerequisite: BIO 201
Corequisite: None

THIRD QUARTER	Class	Lab	Clinic	Credit
NUR 202 Mental Health Nursing	5	0	0	5

Mental Health Nursing is designed to aid the student in assessing the dynamics of behavior and in identifying interpersonal needs. Emphasis is placed on communications and interpersonal interviews as a means of attaining these goals. Topics include an introduction to mental health nursing and psychiatric care, basic psychiatric concepts, and problematic behavior and nursing action. This course will be concentrated in a seven week segment taught by nursing education faculty at John Umstead Hospital. For satisfactory completion of the course, the student must pass both NUR 202 and NUR 202P.
Prerequisites: NUR 200, PSY 201
Corequisite: NUR 202P

	Class	Lab	Clinic	Credit
NUR 202P Mental Health Nursing Practicum	0	0	10	3

Mental Health Nursing Practicum involves the therapeutic use of self with the patient in identifying human needs and problems, using goal-directed approaches, and evaluating results as a continuous process in coping with these needs. Students are encouraged to view themselves and the patients as individuals with individual needs and individual mechanisms of adjustment. This practicum will be evaluated as satisfactory (S) or unsatisfactory (U). For satisfactory completion of the course, the student must pass both NUR 202 and NUR 202P.
Prerequisite: NUR 200
Corequisite: NUR 202

	Class	Lab	Clinic	Credit
NUR 205 Professional Issues	3	0	0	3

Professional Issues provides an opportunity for the student to become aware of the existing issues in nursing. Legal issues such as the Nursing Practice Act and the legislative process; nursing education issues such as entry into practice, mandatory continuing education, and nursing organizations; and current ethical issues are included.
Prerequisite: None
Corequisite: None

	Class	Lab	Clinic	Credit
ENG 101 Communications	3	0	0	3

Designed to aid students in the improvements of communication skills to express ideas and technical information. Emphasis is on speaking and on writing the sentence, paragraph, and the whole composition with attention to grammar as the need arises. Intended to stimulate students to apply the accepted principles of English usage in their day-to-day situations in industry and social life.
Prerequisite: None
Corequisite: None

FOURTH QUARTER	Class	Lab	Clinic	Credit
NUR 203 Medical-Surgical Nursing I	6	0	0	6

Medical-Surgical Nursing I is designed to build upon the care of medical-surgical patients learned and implemented as a licensed practical nurse. The concentration of study is placed on concepts of critical care nursing and the role of the registered nurse in specific cases. Critical care nursing concepts and intravenous therapy as related to patients with disorders of the cardiovascular, respiratory, gastrointestinal, and nervous systems are studied.
Prerequisites: NUR 200, NUR 202, BIO 201, BIO 202, BIO 204
Corequisite: NUR 203P

NUR 203P Medical-Surgical Nursing I Practicum	0	0	12	4

Medical-Surgical Nursing Practicum incorporates complex nursing theory into the development and practice of highly technical nursing care. Through the assignment of physically unstable patients, the student implements information learned in Medical-Surgical Nursing. The full scope of the health-illness continuum is realized by providing the students learning experiences ranging from history taking and physical assessment to teaching and rehabilitation.
Prerequisite: NUR 202P
Corequisite: NUR 203

ENG 204 Oral Communications	3	0	0	3

A study of basic concepts and principles of oral communication that enable communication with others. Emphasis is placed on the speaker's attitude, improving diction, voice, and the application of particular techniques of theory to correct speaking habits and to produce effective oral presentation. Particular attention is given to conducting meetings, conferences, and interviews.
Prerequisite: None
Corequisite: None

SOC 101 General Sociology	3	0	0	3

This course involves a general survey of the field of sociology. It also examines major sociological concepts of the disciplines, differentiates sociology from other disciplines; and surveys substantive topics such as culture, personality, social stratification, institutions, community, social change, collective behavior, social problems, and other major areas of sociological concern.
Prerequisite: None
Corequisite: None

FIFTH QUARTER	Class	Lab	Clinic	Credit
NUR 204 Medical-Surgical Nursing II	3	0	0	3

Medical-Surgical Nursing II continues with care of clients with complex nursing problems. Nursing care of clients with genitourinary disorders, musculoskeletal disorders, burns, oncology, and disaster nursing are included.
Prerequisite: NUR 203
Corequisite: NUR 204P

NUR 204P Medical-Surgical Nursing II Practicum	0	0	24	8

Medical-Surgical Nursing II Practicum is a continuation of Medical-Surgical Nursing I Practicum which incorporates complex nursing theory into the development and practice of nursing care for clients studied in Medical-Surgical Nursing II. This final clinical course is further structured to assist the role transition from the dependent student to the graduate nurse. This is facilitated by decreasing the direct supervision of the clinical instructor and increasing the student's direct participation with and supervision by the clinical health team. The instructor still retains the authority and responsibility for the student learning experiences.
Prerequisite: NUR 203P
Corequisites: NUR 204, NUR 207

NUR 207 Management in Nursing	4	0	0	4

Management in Nursing provides a background for understanding and beginning to implement leadership and management concepts in various health care modalities. Theories of management will apply directly to the nurse utilizing the nursing process. Focus will be upon problems experienced in the NUR 204P Medical-Surgical Nursing II Practicum (clinical setting) and the use of peers and the management process in considering alternative approaches. Emphasis is also on studying ways to decrease "reality shock" while still performing in a "safe" environment.
Prerequisite: **None**
Corequisite: NUR 204P

PHILOSOPHY*

Nursing is a dynamic interrelationship with individuals, families, and society, directed at implementing, maintaining, and restoring health. The interaction between man and his environment alters his health status. Nursing effectively restores homeostasis through the application of principles derived from the physical, biological, and social sciences; through the use of the nursing process; and through interpersonal relationships. Nursing ultimately strives to maintain homeostasis while maintaining dignity and respect for individual worth.

In keeping with the philosophy of the college, the faculty believes that education provides an individual with tools - knowledge and skills - that will enable him to function in a variety of health care settings. We are obligated to consider each student in light of his potential and work with him in a manner designed to help him develop his capacities to the fullest and to become a contributing member of society. Learning experiences should be planned, organized, implemented, and evaluated by both students and faculty. The college, as the educational setting for the Associate Degree in Nursing, is committed to the learning process, to the principle of "adult learners" and to the continual need to seek out further knowledge and skills, as well as, self-recognition of values and attitudes.

Nursing education provides for the development of skills and theoretical knowledge essential to provide "the caring, counseling, teaching, referring, and implementing of prescribed treatment in the prevention and management of illness, injury, disability, or the achievement of a dignified death".** The general education courses, science courses, and nursing courses are designed to offer an opportunity to acquire the education and skills to be eligible to take the examination for licensure as a registered nurse. The nursing courses and related clinical experiences are designed to identify acceptable and anticipated outcomes for developing competency in nursing practice.

---

*Randolph Technical College, 1983

**North Carolina Nursing Practice Act, 1981

This unique associate degree nursing education program gives credit for prior learning and only admits licensed practical nurses for further study. We believe there are some common areas of achievement in all levels of nursing; and by building on previous learning, there can be upward mobility. The graduate of the Associate Degree Nursing program, with guidance and direction, will be able to perform safely as a beginning nursing practitioner in a hospital or similar institution.

Educational programs must consider individual differences which affect learning and must provide motivation to continue to learn and to successfully meet the challenge of our changing society. An individual's ability to learn is based on past experiences, personal potential, and motivation. Acknowledgement of prior learning and experiences can assist in motivating the student to achieve his potential as a practitioner in nursing. The student should assume responsibility for much of his own learning, using the faculty as a resource.

Licensed practical nurses usually return to school because of a perceived need. Many students returning to the Associate Degree Nursing program for licensed practical nurses will develop "role strain" as they try to add the role of registered nurse to the roles they assume in their families, their communities, and their careers. The self-concept of the adult is a vital consideration in working with the associate degree nursing student. The faculty believes that adults can learn and that they must help the student recognize that he possesses a variety of life experiences that will contribute to nursing. The faculty will strive for acceptance of the student's abilities and limitations, and will strive to create an environment to convey support and increase the student's self-esteem.

PROGRAM OBJECTIVES

1. To provide a nursing education program to fill the nursing needs of the surrounding community.

2. To provide for qualified licensed practical nurses the required education for the Associate Degree in Nursing economically, in terms of time and money.

3. To provide learning experiences in a logical sequence, progressing from the "known" to the "unknown".

4. To reinforce theory learning by providing related clinical experiences.

5. To graduate nurses who have acquired the following nursing competencies:

   a. The associate degree nurse is accountable for the nursing process in a structured setting.

      (1) Assesses a variety of client and family needs within the context of environmental diversity.

      (2) Plans approaches to assist clients/families to meet needs.

      (3) Implements planned approaches to client care.

      (4) Evaluates the effectiveness of nursing care and makes changes in the care plan according to the evaluation.

   b. The associate degree nurse is able to use techniques of communication and is able to interpret significant communication.

      (1) Develops therapeutic relationships with clients, families, and health team members.

      (2) Reports and records the plan of care, the care given and the client's response to his illness and the care regimen.

   c. The associate degree nurse is able to provide guidance to nursing team members as she utilizes the leadership role.

      (1) Evaluates performance of team members.

      (2) Involves self and others in continuing education activities.

      (3) Applies ethical/legal limitations to nursing practice.

      (4) Assists in formulating methods which will result in cost effectiveness for the client and the agency.

      (5) Manages, with guidance, self and others assigned to care for a group of clients in a structured setting.

    (6) Assumes responsibility for coordinating care for a group of clients.

d. The associate degree nurse initiates health teaching for clients in a structured setting, recognizing cultural differences in practices affecting health.

    (1) Develops, with assistance, teaching plans with clients and families based on health needs.

    (2) Implements teaching plans.

    (3) Evaluates teaching plans.

e. The associate degree nurse suggests referral sources to clients and families and acts as a client advocate.

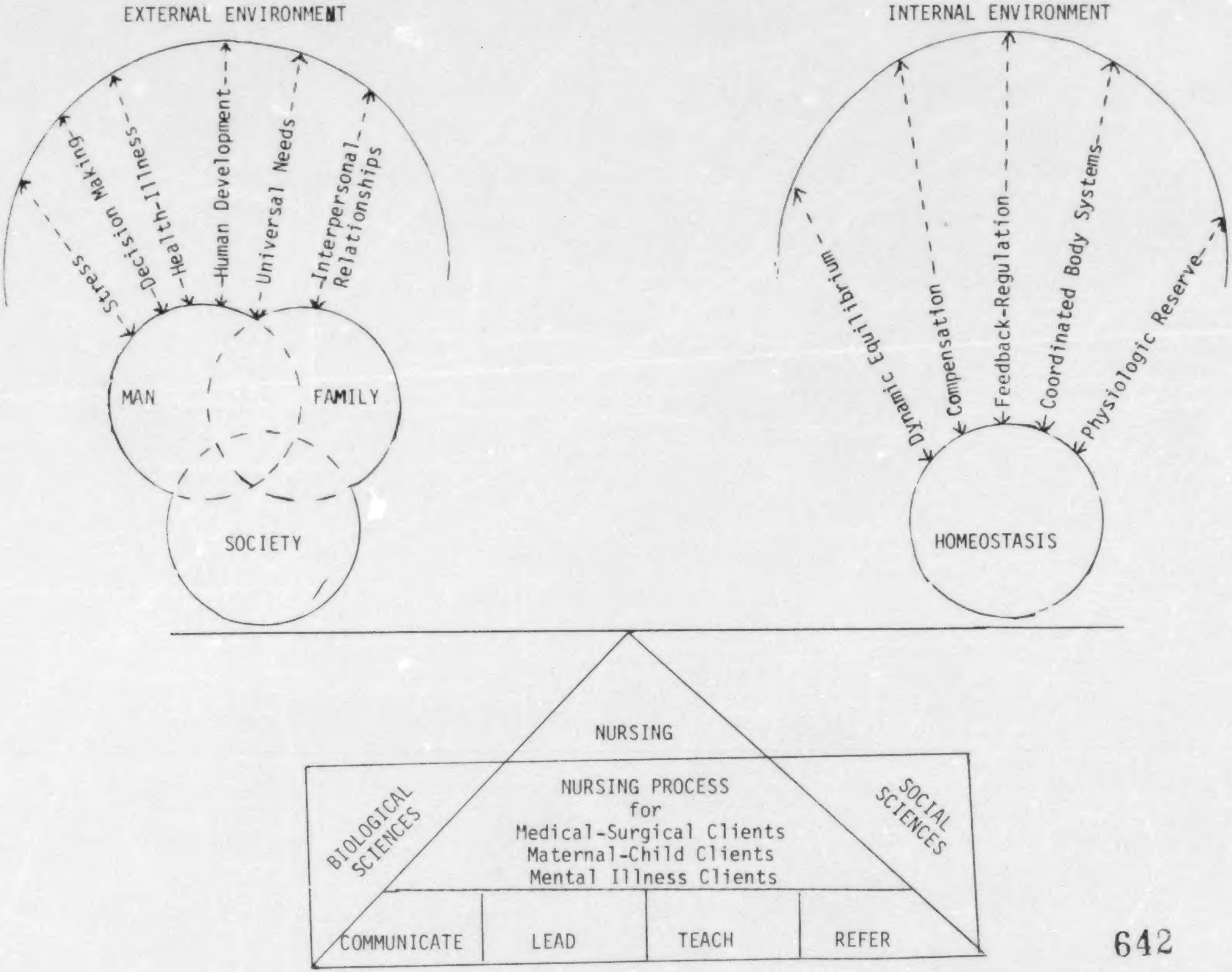
    (1) Identifies appropriate resources and initiates referral.

    (2) Recognizes rights of individuals to make decisions about health services.

    (3) Recognizes current legislation relating to health care delivery systems.

6. To create a learning environment that conveys support and enhances self-understanding and self-esteem.

CONCEPTUAL MODEL FOR ASSOCIATE DEGREE IN NURSING CURRICULUM FOR THE LICENSED PRACTICAL NURSE


EXTERNAL ENVIRONMENT
Stress
Decision Making
Health-Illness
Human Development
Universal Needs
Interpersonal Relationships
MAN
FAMILY
SOCIETY
INTERNAL ENVIRONMENT
Dynamic Equilibrium
Compensation
Feedback-Regulation
Coordinated Body Systems
Physiologic Reserve
HOMEOSTASIS
NURSING
NURSING PROCESS
for
Medical-Surgical Clients
Maternal-Child Clients
Mental Illness Clients
BIOLOGICAL SCIENCES
SOCIAL SCIENCES
COMMUNICATE
LEAD
TEACH
REFER

CONCEPTUAL FRAMEWORK

The conceptual framework provides a systematic ordering of facts, concepts, and beliefs that direct the design of the curriculum and that provide a basis against which to evaluate the curriculum. Nursing borrows from a variety of sciences, so the framework is eclectic.

In the framework, Man-Family-Society are seen as equal, overlapping circles. Each one of the elements influences the other two. Clarity is derived from focusing on one circle at a time; however, the cluster shows unity or cohesiveness among concepts.

The processes of the model are not mutually exclusive; they overlap, feed into each other, articulate, support, and interact, as well as, conflict, oppose, and inhibit each other.

Definitions

Man. Man is a bio-psycho-social, cultural and spiritual being who developed along a continua in a sequential manner. Man strives to fulfill himself as he passes through expectable stages of life.

Family. A family is a group of people of common ancestry. The family can be extended to include "significant others." Significant others are persons likely to have influence on or a close relationship with the client.

Society. Society is a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.

Stress. Stress can be "any influence, whether it arises from the internal environment, which interferes with the satisfaction of basic needs or which disturbs or threatens to disturb the stable equilibrium." Stress is a state that is always present in man, and is not an entirely negative concept. Each stage of development has its stressful tasks to be learned and mastered which ready one for the next stage of development.

Decision Making. Decision making is the process of choosing between alternative courses of action.

Health. Health is a dynamic state of man whose self-regulatory mechanisms try to maintain the system in a steady state of wellness. Health is seen as a continuum and is related to the developmental level of and stressors acting upon man at any given point. There are fluctuations in the levels of wellness of man, and intensification of the stress state may lead to exhaustion of the adaptive capacity of man, requiring negative feedback to return the system to a steady state of positive adaptation.

Illness. Illness is a state in which man is no longer in a state of equilibrium with the forces in his internal and external environments. A reaction to stress in which the adaptive capacity is limited in some way and an imbalance in basic need satisfaction results. Health and illness are viewed on a continuum with no single point designated as either well or ill.

Human Development. Human development is defined phases of stages of growth and maturation. Development may follow different patterns, some of which are normal or healthy, and some abnormal or unhealthy. Man is faced with different developmental tasks in each phase of the life cycle, from birth until death.

Universal Needs. Universal needs are the fundamental physiological or psychological requirements for the well-being of an individual. Universal needs include the following categories: oxygen, nutrition, elimination, activity, rest and sleep, physical hygiene, physiological safety, and psychosocial well-being. A need is a motivating force that initiates behavior intended to maintain internal constancy and harmony with the external environment.

Interpersonal Relationships. Interpersonal relationships are the interaction of two or more individuals for some purpose or goal.

External Environment. External environment is the surroundings, conditions, or influences that affect man as a whole organism.

Internal Environment. Internal environment refers to the fluid bathing the cells of the body. The range and variety of activities and choices available to man depend upon the stability of the internal environment.

Homeostasis. Homeostasis is the term used to describe the state of the body when it is in a dynamic state of equilibrium. The internal environment is stable.

Dynamic Equilibrium. Dynamic equilibrium indicates the body is constantly at work to balance the components of the internal environment.

Compensation. The organs of homeostasis or their regulators are capable of a wide range of activity. These organs can increase their activity to compensate in the presence of disease processes which continuously tend to change the internal environment. Disease also follows the loss of compensation.

Feedback Regulation. The regulating organs of homeostasis receive continuous information about the results of regulation, a situation termed feedback. The feedback then alters the function of the regulator, enhancing (positive feedback) or diminishing (negative feedback) its activity.

Coordinated Body Systems. The working together of different systems of the body in various processes to maintain equilibrium.

Physiologic Reserve. The body maintains an enormous physiologic reserve (that which is held back for future use) of function which allows for a wide variation in total body activity.

Nursing. Nursing is "the caring, counseling, teaching, referring, and implementing of prescribed treatment in the prevention and management of illness, injury, disability, or the achievement of a dignified death." Nursing assists man in the maintenance of a steady state by manipulation of environmental factors which affect levels of health. The activities of nursing are directed toward helping men of all ages maintain their potential high level wellness. The focus of nursing is man's health as an individual, as a member of a family, and as a member of society.

Nursing Process. The nursing process is the vehicle through which nursing is practiced. Nursing process is a problem-solving technique utilizing the following elements and applied to patient care: (1) collection of data, (2) assessment of data, (3) development of plan of action, (4) implementation, and (5) evaluation.

Client. A member of the decision-making team who is included in the planning and implementation of his or her own care as much as possible.

Communicate. The nurse and client/family communicate by interacting in several ways; socially, formally, and therapeutically. Social refers to an informal conversation; formal refers to the sending and receiving of a specific message; and therapeutic refers to a helping relationship. Communication can be verbal and nonverbal.

Teach. The nurse teaches clients/families through a process of disseminating health information leading to changes in behavior and attitudes regarding the health-illness continuum.

Lead. The nurse leads (manages) clients/families and health team members through activities of coordinating, identifying resources, initiating change, and anticipating and preparing for potential problems.

Refer. The nurse refers clients/families in a collaborative effort with multidisciplinary agencies. The nurse serves as a client advocate in using her skills and knowledge to assist the client achieve his health goals.

CHAPTER VI

GUIDELINES FOR ADMISSION, PROGRESSION AND GRADUATION

CHAPTER VI

GUIDELINES FOR ADMISSION, PROGRESSION AND GRADUATION

Admission

A. These guidelines could be used for applicants entering any associate degree nursing program in the North Carolina Community Colleges System.

1. High school graduate or equivalent. Submit a copy of high school transcript and/or G.E.D. scores.
2. Maintained a 2.0 (C) quality point average on all high school math and science courses. High school biology and at least one math are required. Some nursing programs require chemistry prior to entering the program.

   Note: High school level or post secondary credits can be used to fulfill these requirements. A standard score of 45 on the G.E.D. Natural Science Test can count as one unit of biology. A standard score of 45 on the math portion of the G.E.D. can count as one unit of math.
3. Meet pre-admission procedures and general admission requirements of the college.
4. Take a standardized achievement test in English, reading and math. Competency should be demonstrated at the twelfth grade level. Provide retesting for a maximum of two times with a minimum three month interval between. Retesting should be done with alternate forms of the tests.
5. Submit three letters of reference on forms provided by the college. At least one should be from an employer or a teacher.
6. Personal interview with a member(s) of the Nursing Admission Committee (Nursing faculty, counselors, registar, etc.) after all other criteria are met.
7. Submit physician's and dentist's statements of physical and emotional health on forms provided prior to admission. Applicant is on conditional status until forms are received and approved. Some colleges require a health history form.

B. Additional guidelines for graduate or licensed practical nurses seeking advanced placement.

1. Applicants can be admitted into the available class openings using the following criteria:
   a. Be a graduate of an accredited Practical Nursing Education program. (Request a transcript from Practical Nursing Education program and any courses for which college credit has been given.)
   b. Maintained a 2.0 quality point average on Practical Nursing Education and health related courses with no grade of less than "C" on any course.
   c. Validation of nursing theory and clinical competency to determine advanced placement into the nursing sequence.

d. CLEP courses can be considered where applicable and with satisfactory scores.

e. Submit recommendations on forms provided by the college:

   (1) One from the immediate supervisor (R.N.) in the current employment setting (Past 12 months)

   (2) One from the director or a faculty member of the Practical Nursing Education program attended.

   (3) One may be personal.

C. Applicants not meeting the admission criteria will be counseled regarding developmental studies and career choice.

D. Notification of the admission status of any applicant is communicated by the Office of Admissions.

EVALUATION OF PHYSICAL AND EMOTIONAL HEALTH

Physical Health

Physical health is defined as being free of disabling or contagious disease, being able to perform fine and gross motor skills, and being able to perform normal weight-bearing activities.

Assessment of the physical health of the applicant is made through the use of a physical examination, performed by the applicant's physician. Tests and immunizations required include: tuberculin test and/or chest X-ray, and other tests and immunizations required by associated clinical agencies.

Assessment of the physical health of the student is made through the use of information from physical examination and laboratory tests and from observations throughout the nursing program.

If a physical condition threatens to prevent or prevents satisfactory classroom or clinical performance, the individual in question is counseled and referred to an appropriate professional. The recommendation of the professional is utilized in advising the student in regard to continued enrollment in the program. A person may be denied admission to or continued enrollment in the program until the identified condition is satisfactorily corrected.

Emotional Health

Emotional health is defined as reacting appropriately to stressful situations, withstanding everyday environmental stresses with little difficulty, using healthly coping mechanisms, and understanding one's own ability to cope with stressful situations.

Assessment of emotional health of applicants is made through the use of physical examinations, interviews, references, letters from phychiatrists or therapists if intensive therapy is in progress or has occured, and psychological evaluations, if necessary.

Throughout the curriculum, assessments of the emotional health of students are made by the use of observations of student behavior and by instructor-student conferences. When emotional conditions prevent satisfactory classroom or clinical performance, recommendations are made on an individual basis, for consultation with the appropriate professional(s). The recommendations of the professional(s) are utilized in advising students with regard to continued enrollment in the nursing program. A person may be denied admission to or continued enrollment in the program until the identified condition is satisfactorily corrected.

PHYSICAL/EMOTIONAL HEALTH POLICIES

1. Acceptable physical and emotional health verified by physical and dental examinations is a legal criterion for admission. Physician's statements are requested for pre-existing physical and/or emotional conditions. These statements are evaluated by the Nursing Admission Committee considering the health and safety of the applicant and his/her ability to provide safe nursing care to the public.

2. Evidence of recent a TB skin test or chest X-ray and other tests and data required by clinical agencies on contract with the nursing program.

3. At any time throughout the program, a student who presents problems in physical or emotional health who has not responded to appropriate treatment within a reasonable time may be required to withdraw.

4. A physician's certification that the student is in good physical and mental health will be required for those students completing the program who apply to write the National Council Licensure Examination to become a registered nurse (R.N.). Forms are provided by The North Carolina Board of Nursing.

ADVANCED PLACEMENT

All applicants for advanced placement will be required to meet the admission, progression and graduation requirements of both the college and the nursing program. Each applicant will complete a designated percent of the curriculum courses in sequence to qualify for graduation.

All applicants with prior nursing credits will be reviewed on an individual basis to determine placement into the nursing program. This review may include validation of both theory and clinical competencies.

TRANSFER OF CREDIT

Requests for transfer of credits for nursing courses are reviewed by the director of the associate degree nursing program. The director and the nursing faculty members responsible for the specific subjects will compare the course descriptions and credit hours of the applicant's coursework with those of the associate degree nursing curriculum. When course descriptions and credit hours parallel, credit is easier to determine.

CREDIT BY EXAMINATION

When applicants show evidence of previous clinical/work experiences or education background (courses that do not meet transfer credit requirements), teacher-made proficiency examinations may be administered. A grade of "C" should be attained for advance standing credit to be awarded. Credit by examination may be attempted only once per nursing course.

A syllabus and a list of competencies should be provided to the applicant for each theory and clinical course being challenged.

Testing schedules, including clinical practice evaluation, should be coordinated on an individual basis in appropriate testing environments.

Applicants should be encouraged to inquire about credit by examination for related and general education courses.

PROGRESSION POLICIES

Students in the Associate Degree Nursing program are required to meet the college's academic standards and to maintain a grade of "C" or better in each health course (NUR, NUT, BIO prefix courses). The student will be required to repeat the courses with a grade of less than "C" in either class or clinical before progressing in the nursing sequence. Competency at a safe level of clinical practice is required.

Students who demonstrate behavior which conflicts with safety essential to nursing practice will be required to withdraw from the program.

READMISSION POLICIES

Because of the organization of the learning experiences in the nursing program, each nursing course is usually offered only once during the school year. In addition to the college's readmission policy, the applicant must meet the following:

1. Submit: (1) new references, if requested, (2) updated physical and dental forms, and (3) transcripts of course worked completed in the interium.
2. Follow a prescriptive program of knowledge and skill development based upon identified deficiencies. A prescription for a theory or clinical course with a corequisite will require that both courses be repeated.

Admission into the nursing program is on a space available basis as determined by the Nursing Admission Committee. Readmission will be limited to one time.

GRADUATION REQUIREMENTS

Associate degree nursing students are subject to the graduation requirements of the college. In addition the graduate will have:

1. Acquired the nursing competencies derived from the program objectives. Documentation of these competencies will be through written tests and through evaluation of clinical performance.
2. Received grades of "C" or better in all health courses (NUR, NUT, BIO prefixes).
3. Demonstrated physical and emotional health which indicated the ability to provide safe nursing care to the public.

APPENDICES

A - Steps In The Competency Based Curriculum Development Project
B - Definition of Terms
C - References
D - Equipment List
E - Performance Evaluation Guide

APPENDIX A

Steps in the Competency Based Curriculum Development Project

Step 1 Decide on Curriculum

The curriculum to be developed will be based on the number of offerings in the System and the potential for getting qualified persons to assist in the project. Curriculums offered in only one or two institutions will be developed if the institution wishes to assume the responsibility for writing all materials.

Step 2 Appoint Working Committee

The working committee will consist of 3 to 7 people (instructors) from the institutions who are knowledgeable about competency curriculum development and who are committed to the work and who have the support of their institution's administration.

Step 3 Research and Review Existing Materials

A search of ERIC, V-TECS and other agencies will be made to determine if materials are available that can be used intact or modified for this System.

Step 4 Identify and Contract with Project Writer(s)

The working committee may be the writers. However, an individual may be identified to be the principle writer of the material. This person may be employed under a "contractual personal services" arrangement.

Step 5 Provide Orientation for Working Committee

The Program Development staff person assigned this project will conduct an orientation of the project at the first working session of the committee. The committee members and the writers will be taught how to prepare the materials for the project.

Step 6 Identify Job Titles and Validate

Identification of job titles will be made through a survey of the employing agencies of the prospective graduates of the program to determine the job titles and descriptions which employers are using.

Step 7 Identify Major Task Areas and List Tasks

A list of tasks the "employee" performs on the job will be prepared by the principle writer and/or the working committee. The working committee will review and approve the final list of the tasks to be included in a survey sent to employers, employees and educators.

Step 8 Validate Tasks Through Survey of Employers, Employees and Educators

The task list approved by the working committee will be developed into a survey to be sent to employers, employees and educators for their evaluation.

Step 9 Analyze Survey Data and Prepare Recommendations

An analysis of the survey returns will be made to determine which tasks are essential for employment.

Step 10 Appoint Curriculum Committee of Employers, Employees and Educators to Review Materials

A curriculum committee consisting of employers, employees and the working committee of instructors will be appointed to evaluate the materials and to advise on any changes.

Step 11 Write Job Competencies for Tasks

Competencies will be written for each task. The competencies may be written by the working committee or the project writer. The competency will be stated in terms of the job performance requirement.

Step 12 Write Criterion Measures for Competencies

Criterion measures to judge job performance for each competency will be written by the working committee or the project writer.

Step 13 Organize Tasks to Job Titles in Career Ladder Concept

The task will be matched to job titles using linear and/or branching technique to indicate which task a person performs in each job position. These job positions will be organized in a hierarchical position to indicate job levels.

Step 14 Organize Tasks into Courses and Write Curriculum Course Descriptions

The tasks will be organized into suggested courses. Course descriptions will be written and these course descriptions will be organized into a curriculum model.

Step 15 Print Draft of Materials

A draft of the materials will be printed to be used in a workshop for the instructors.

Step 16 Hold Inservice Workshop for Instructors and Advisory Committee to Review Materials

The Program Development staff person assigned to this project will conduct a workshop to familiarize the instructors with the purpose of the competency based project and the materials produced. The working committee and the advisory committee will assist in the workshop. The workshop participants will provide the final review of the materials.

Step 17 Revise Materials

The curriculum materials will be revised in accordance with the recommendations of the instructors and advisory committee.

Step 18 Publish and Distribute to Institutions

The curriculum materials will be printed and distributed to all institutions in the Community College System.

APPENDIX B

DEFINITION OF TERMS

ADMINISTRATOR - The person with designated authority and responsibility to direct the program in nursing

ARTICULATION - Interrelation of different levels of education for ensuring continous advancement in learning.

ASSOCIATE DEGREE NURSE - A graduate of an associate degree nursing program eligible to apply for Registered Nurse (R.N.) licensure. Practitioners holding the associate degree in nursing are prepared as accountable nursing care providers; they care for clients with common health problems in structured settings. The scope of associate degree nursing practice centers on direct client care and is defined by the roles of the care provider, client teacher, communicator, manager of client care, and member within the profession of nursing.

ASSOCIATE IN APPLIED SCIENCE DEGREE - The award given for the successful completion of a technical education curriculum.

ATTITUDE - A mental position, a feeling or an emotion toward a fact or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

BASIC NEED - A fundamental physiological or psychological requirement for the well-being of an individual. A condition or deficiency requiring intervention.

CAPABILITY - Having the knowledge and/or skills required for performance or accomplishment of an activity.

CLIENT or PATIENT - A person who is a recipient of care provided by a registered nurse.

CLIENT CARE MANAGER - The nursing role that involves the application of mental and physical resources in a structured client-care setting to achieve desired results in client care.

CLIENT TEACHER - The nursing role that involves the imparting of knowledge and techniques through a variety of means, both direct (e.g., instruction) and indirect (e.g., role model), in any structured setting in which there is a recipient (learner). Implies not only instruction but also stimulation, encouragement, and guidance of the client by the nurse.

COMPETENCY - A demonstrated cognitive, affective, and/or psychomotor capability derived from the activities of the associate degree nurse in the various roles in the practice setting. Stated in broad performance terms, a competency is the integration of specific behaviors. The minimal expectations for the new graduate.

COMPETENCY BASED EDUCATION - The educational process that specifices learning goals in measurable terms and requires that the learner achieve observable behavioral changes in knowledge, skill and/or attitude to demonstrate competency before proceeding to more complex goals.

CONCEPTUAL FRAMEWORK - A distinct systematic organization of concepts stemming from the philosophy, purposes, and objectives of the program in nursing and giving direction to the curriculum.

CRITERIA - Standards which serve as guidelines for evaluation.

CURRICULUM - The systematic arrangement of learning experiences, including courses, clinical experiences, and other activites needed to meet the requirements of the program in nursing. It is usually sequential and based upon stated purposes and objectives of the college and program of nursing.

CURRICULUM ADVISORY COMMITTEE - A group of local representatives, including employees, employers, secondary and post-secondary educators who counsel and advise the institutions regarding the improvement of occupational programs, in an effort to more adequately meet the needs of the community.

DIPLOMA - An award for the successful completion of a course of study for to seven quarters in length.

EVALUATION - A systematic process of determining the worth, effectiveness, desirability, or adequacy of something according to definite criteria and/or purposes.

FACULTY - Includes the nurse administrator and all who teach in the nursing program.

GOAL - The end toward which nursing care is directed.

GUIDELINES - The statements that clarify the dimensions of the qualities and characteristics identified in the criteria.

JOB ANALYSIS - A detailed listing of tasks currently being performed by workers in a clearly defined, specific job.

KNOWLEDGE - The recall of specifics and universals, the recall of methods and processes and the recall of a pattern.

LEARNING - The acquisition of knowledge, skills, and abilities that results in a change in behavior in the learner.

LEARNING EXPERIENCE - Any course or clinical experience, designed and supervised by the faculty, that provides for interaction between the student and his milieu and is meant to result in behavioral change.

LEVELS - Major stages of achievement reached by students as they progress through the program, and usually defined in the program of learning.

NURSING DIAGNOSIS - The observation and evaluation of physical or mental conditions, behaviors, signs and symptoms of illness, and reactions to treatment and the determination as to whether such conditions, signs, symptoms, and reactions represent a deviation from normal.

NURSING PROCESS - Defined in terms of four components. The assessment of current and potential client health status, which includes planning, implementing, and evaluating nursing actions designed to alleviate, minimize or prevent problems or promote and maintain health. Documentation is an integral part of the nursing process.

Assessment - Collection of subjective and objective data relative to the needs of the patient and/or groups; analysis, synthesis, and validation of data in order to formulate a nursing diagnosis.

Planning - Involves setting objectives based upon nursing diagnosis and formulating a workable plan to achieve each objective.

Implementation - Operationalization of nursing care plan.

Evaluation - Measure achievement of estabilshed goals and revise plan of nursing care as needed.

OBJECTIVES - A statement describing a measurable, proposed change in the behavior of the student upon completion of an educational experience. The specificity of the statements increase in progression from college to curriculum to level to course to unit to lesson.

OCCUPATIONAL SURVEY - A procedure using mail questionnaires and/or personal interviews to gain knowledge of a community, educational interests or occupational needs to assist in planning.

POLICY A statement of position, a definite course of action.

PRACTICAL NURSE - A graduate of a practical nursing education program eligible to apply for License Practical Nursing (L.P.N.) licensure. Practitioners holding the diploma in practical nursing are prepared as accountable nursing care providers; they care for clients with common health problems in structional settings. The scope of practical nursing centers on direct client care and is defined in role competencies based upon the steps of the nursing process which are (1) assessing, (2) planning, (3) implementing and (4) evaluating; and the role competency as a member within the profession of nursing. They also function under the definition and framework of the roles specified in the nurse practice acts of the states where they are employed; under the guidance of a registered nurse or licensed physician as a responsible member of the health team. They are concerned with basic therapeutic, rehabilitative, and preventive care for people of all ages and different cultures in various stages of dependency.

PRACTICE OF NURSING BY A LICENSED PRACTICAL NURSE - consists of the following five components:

(1) participating in assessing the patient's physical and mental health including the patient's reaction to illnesses and treatment regimens;
(2) recording and reporting the results of the nursing assessment;
(3) participating in implementing the health care plan developed by the registered nurse and/or prescribed by any person authorized by the State law to prescribe such a plan, by performing tasks delegated by and performed under the supervision or under orders or directions of a registered nurse, physician licensed to practice medicine, dentist, or other person authorized by State law to provide such supervision;

(4) reinforcing the teaching and counseling of a registered nurse, physician licensed to practice medicine in North Carolina, or dentist; and
(5) reporting and recording the nursing care rendered and the patient's response to that care.

PRACTICE OF NURSING BY A REGISTERED NURSE - Consists of the following nine components:
(1) assessing the patient's physical and mental health; including the patient's reaction to illnesses and treatment regimens:
(2) recording and reporting the results of the nursing assessment;
(3) planning, initiating, delivering, and evaluating appropriate nursing acts;
(4) teaching, delegating to or supervising other personnel in implementing the treatment regimen;
(5) collaborating with other health care providers in determing the appropriate health care for a patient but, subject to the provisions of G.S. 90-18.2, not prescribing a medical treatment regimen or making a medical diagnosis, except under supervision of a licensed physician;
(6) implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen;
(7) providing teaching and counseling about the patient's health care;
(8) reporting and recording the plan for care, nursing care given, and the patient's response to that care; and
(9) supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions and administering nursing programs and nursing services.

PROGRAM IN NURSING - A specific department within the administrative structure of the college offering a curriculum in nursing leading to an associate degree or diploma.

SKILL - A mode of operation or a generalized technique for dealing with a task or competency. Behavior that includes muscular activity and requires neuromuscular coordination.

STANDARD - A model or example established by authority, custom or general consent.

TASK - A logically related set of actions required for the completion of a job objective; a task may be a complete job.

TASK ANALYSIS - A study to determine the necessary skills, knowledge, values/attitudes, judgment and decision making/problem solving the individual must master in order to perform a given task.

TECHNICAL PROGRAMS - Consist of occupational oriented courses and general education courses that lead to the awarding of an Associate in Applied Science Degree. Technical programs are generally two academic years in length that prepare students for jobs in paraprofessional fields.

VALUE/ATTITUDE - A given phenomenon or value which has passed from a level of bare awareness to a position of some power to guide or control the behavior of a person; a value system which guides behavior in making choices for action.

VOCATIONAL PROGRAMS - Systematic groups of courses or sequences of subjects designed to train students for employment in specific occupations. Vocational programs may range from one to seven quarters in length, depending upon the development of skills and job proficiency. Certificates are generally awarded upon completion of the one to three quarter programs, and diplomas are awarded upon the completion of programs four quarters in length or longer.

REFERENCES

ANA Standards for Nursing Education: Commission on Nursing Education, Kansas City, Missouri: American Nurses' Association, 1975.

Associate Degree Nursing Curriculum, Guilford Technical Community College, Jamestown, North Carolina, 1982.

Associate Degree Nursing Curriculum, Randolph Technical College, Asheboro, North Carolina, 1983.

Associate Degree Nursing Curriculum, Vance-Granville Community College, Henderson, North Carolina, 1983.

Associate Degree Nursing Curriculum, Western Piedmont Community College, Morganton, North Carolina, 1982.

Assumptions Basic to the Scope of Associate Degree Nursing, New York: National League of Nursing, 1978.

Bevis, Em Olivia, Curriculum Building in Nursing, St. Louis: The C. V. Mosby Co., 1973

Billings, Diane, and Stokes, Lillian, Medical-Surgical Nursing, St. Louis: The C.V. Mosby Co., 1982.

Bloom, Benjamin S., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, New York: David McKay Co., 1956.

Bloom, Benjamin S., Taxonomy of Educational Objectives, Handbook II: Affective Domain, New York: David McKay Co., 1967.

Boone, Edgar J., "A Conceptual Schema for Developing a Nursing Education Program." Paper presented at Sourthern Regional Education Board Council Meeting, Atlanta, Georgia, October, 1970.

Competency-Based Professional Education In Home Economics, Washington, D.C.: American Home Economics Association, 1974.

Development and Articulation of Competency-Based Vocational and Technical Curriculums, Occupational Program Services, North Carolina Department of Community Colleges, June, 1976.

Dictionary of Occupational Titles, Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, Fourth Edition, 1977.

Erickson, E., Childhood and Society, New York: Norton and Co., 1967.

Farley, Venner M., First Level Nursing - Study Modules, New York: Delmar Publishers, 1981

Farley, Venner M., Second Level Nursing - Study Modules, New York: Delmar Publishers, 1981.

Fitzpatrick, Joyce J., and Whall, Ann L., Conceptual Models of Nursing: Analysis and Application, Bowie, Maryland: Robert J. Brady Co., 1983.

George, Julia B., Nursing Theories, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

Gover, Virginia, Nursing Education North Carolina Articulation Project, Sponsered by the University of North Carolina and the North Carolina Department of Community Colleges, December, 1977.

Guidelines and Criteria for Nursing Education Programs in North Carolina, Raleigh, North Carolina: North Carolina Board of Higher Education, 1972.

Guidelines for Transfer, Recommendations of the Joint Committee on College Transfer Students, Sponsored by the North Carolina Association of College and Universities, Special Report, February, 1977.

Haase, Patricia, A Proposed System for Nursing, Atlanta, Georgia: Southern Regional Education Board, 1976.

Hardee, Vercie (ed.) Nursing Education Options, Raleigh, N.C.: Health Programs, Occupational Program Services, North Carolina Department of Community Colleges, 1975.

Inventory of Competencies and Skills for Associate Degree Nurse Graduates, State Board of Directors for Community Colleges of Arizona, January, 1979.

Kozier, Barbara, and Erb, Glenora, Techniques in Clinical Nursing, California: Addison-Wesley Publishing Company, 1982.

Knowles, Malcolm S., The Modern Practice of Adult Education, New York: Association Press, 1970.

Lenburg, Carrie B. (ed.), Open Learning and Career Mobility in Nursing, St. Louis: The C.V. Mosby Co., 1975, p.26.

Maslow, A.H. Motivation and Personality, New York: Harper and Brothers, 1954.

MANEC Statement of Nursing Competencies, Minnesota: Metro Area Nursing Education Consortium, 1980.

National League for Nursing, Associate Degree Education for Nursing, 1982-83, New York: The League, 1982

National League for Nursing, Competencies of the Associate Degree Nurse on Entry Into Practice, New York: The League, 1978.

National League for Nursing, Competencies of Graduates of Educational Programs in Practical Nursing, New York: The League, 1979.

National League for Nursing, Criteria for the Evaluation of Associate Degree Programs in Nursing, Sixth Edition, New York: The League, 1977.

National League for Nursing, Criteria for the Evaluation of Educational Programs in Practical Nursing, Fourth Edition, New York: The League, 1981.

National League for Nursing, Open Curriculum in Nursing, New York: The League, February, 1970.

National League for Nursing, Practical Nursing: Curricula and Competencies, New York: The League, 1980.

Nagel, Thomas S., and Richman, Paul T., Competency-Based Instructions: A Strategy to Eliminate Failure, Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

Nursing Practice Act, State of North Carolina, July, 1981.

Nursing Skills for Allied Health Services, Vol. I, II, & III, W.B. Saunders Company, 1980.

Orem, Dorothea, Nursing: Concepts of Practice, New York: McGraw-Hill Book Co., 1980.

Peterson, Carol, Development of Competencies in Associate Degree Nursing, New York: National League for Nursing, 1978.

Randell, Brooke; Ledrow, Mary P.; and Lordingham, Joyce Van, Adaptation Nursing: The Roy Conceptual Model Applied, St. Louis: The C.V. Mosby Co., 1982.

Schutheis, Robert A., Competency-based programs and criterion-referenced valuation: Some precautions, Business Education World, M-J, 15, 1977.

SREB's Nursing Curriculum Project: Summary and Recommendations, Atlanta, Georgia: Southern Regional Education Board, 1977.

Taba, Hilda, Curriculum Development, New York: Harcourt Brace and World, 1962.

The Lippincott Manual of Nursing Practice, Third Edition, Philadelphia: J.B. Lippincott Company, 1982.

Torres, Gertrude, and Yura, Helen, Today's Conceptual Framework: Its Relationship to the Curriculum Development Process, New York: National League for Nursing, 1974.

APPENDIX D

EQUIPMENT

Bassinet with mattress
Electric Hi-Lo bed with mattress
Hospital beds with mattresses
Overbed tables
Bedside cabinets
Bed screens
Nurses' unit with sink, charts, equipment for medication administration
Wheelchair
Stretcher
Dressing Cart
Mercurial sphygmomanometer
Aneroid sphygmomanometer
Aneroid baumanometer
Stetthoscopes
Double head harvey stethoscope
IVAC infusion controller
IVAC electronic thermometer
Articulate human skeleton
Steel skeleton cabinet
Male catheterization model
Female catheterization model
Breast examination simulator
Intramuscular simulator
urinary apparatus model
Torso and head model
Eye model
Heart model
IV training arm (injectable arm)
Manikins (demonstration dolls)
Scale - adult with model
Anatomy model
Newborn baby model
Fetal circulation model
Recorder/player
Viewlex machines
Projectors
Scale - Adult
Otoscope/Ophthalmascope sets
Microcomputers and printers

APPENDIX E

PERFORMANCE EVALUATION GUIDE*

Competencies Expected of Associated Degree Nursing Students By Quarter and Levels of Performance

The broad competencies for each role are based upon the objectives for each task. They are stated for minimal expected performance at job-entry level. The associate degree student will have received theory and laboratory and/or clinic performance practice basic to the competencies. The quarter indicated at which time the competency is expected to be mastered is not necessarily the quarter in which specific objectives for the skill, knowledge and value/attitute related to the competency are presented. This performance evaluation guide can be used by the student as a self-evaluation tool, by the instructor to evaluate the student's level of performance and to develop additional evaluative instruments.

			Levels of Performance		
Quarter in which Competency is Presented	Role and Competencies	Quarter By Which Competency Must Be Mastered	Can Perform Satisfactorily Without Assistance	Can Perform Satisfactorily With Minimal Assistance	Will Require Instruction and/or Supervision
	Role as a Communicator				
	6. Use communication skills in obtaining or relating facts, ideas or feelings.				
	7. Use interview skills to obtain patient data.				
	8. Listen to patient to obtain and classify data.				
	9. Provide for emotional and spiritual support which meets the needs of patient and/or family member.				
	10. Communicate effectively with patient with hearing disorder.				
	11. Provide assistance to visually impaired patient.				

*Illustrates identification and expected mastery of competencies by quarter(s) and levels of performance.